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ABSTRACT

The Learning Cooperative, after completion of certain transitional and start-up activities following the announcement of its establishment on September 9, got under way in its newly-acquired headquarters on the afternoon of October 15, 1971. The 145 working days from that date to June 30, 1972, marked a period of activity which resulted in the significant accomplishments which are chronicled in the report. In summary, the following were the major accomplishments of those 145 days: (1) the establishment of a medium, a mechanism, an organization "in the system" but considered not quite "of the system," which provided a point of useful contact both for "system insiders" and for "system outsiders" to meet on the common ground of wanting to effect fundamental reform and improvement in New York City public education; (2) the establishment of an instrumentality by which educational leadership could be exercised and exerted in a unitary school system which is also characterized by dual governance; the Cooperative provided an instrument by which cooperative and collaborative activity proceeding from shared leadership in a dual governance school system could be tested out on reasonably appropriate proving grounds; important issues in this regard remain as yet unresolved; and, (3) the writing, publication, and wide dissemination of "Design for Change," a consensus document which sets forth comprehensively but concisely the new mission of New York City public education and the strategy by which that mission may be accomplished. (Author/JM)

prologue

Any plan for education redesign is shaped in a crucial way by the ultimate goal to be attained. In words restricted by the inherent imprecision of our language, the goal of education today in New York City and elsewhere may be stated as follows:

> **To enable youth to function effectively in and to contribute thoughtfully and creatively to present and future society with a satisfactory degree of success, with a commitment to human and humane values, and with the realization of personal satisfaction and contentment.**

Implicit in this statement of purpose is the recognition of the pervasiveness of change in our time. We live in an age of discontinuities, one in which the one thing of which we may be absolutely certain is uncertainty. Consequently, one of the most important abilities modern man must cultivate is the ability to handle change and uncertainty while maintaining some degree of personal stability, contentment and even serenity. Also implicit in this statement of purpose is the humanistic foundation of education. Together, these two elements define the mission of contemporary and future education. It is to these ends that we set about the task of redesigning public education in New York City for the 70's and beyond.

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IDEAS INTO PRACTICE
THE LEARNING COOPERATIVE
BOARD OF EDUCATION

DIRECTOR
DR. EDYTHE J. GAINES
ASSISTANT SUPERINTENDENT OF SCHOOLS

Letter of Transmittal:

To The Members of the Learning Cooperative

The Board of Education and the Chancellor
The Community Boards and the Community Superintendents
The Other Cooperators

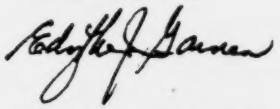
Ladies and Gentlemen,

It is my honor and privilege to transmit to you the first annual report of the Learning Cooperative of the Board of Education of the City of New York for the 1971-72 academic year. The report provides: an historical background which indicates how the Learning Cooperative came into being; a survey of the work accomplished during the 145 days of its existence from October 15, 1971 through June 30, 1972; and an indication from the Director of the direction the work should take during the second year of operations.

The staff of the Cooperative take this opportunity to express sincere appreciation to all who assisted them and others in the collaborative efforts which alone account for the substantial accomplishments achieved in a very short span of time. Special thanks must go to Dr. Harvey B. Scribner, who originated the idea and who dreamed the dream. Thanks, too, must go to the Board of Education and especially to its President, Hon. Isaiah Robinson, Jr., who gave every support at the policy level.

Of course, the comments of the readers of this report will be appreciated not merely because the Learning Cooperative staff would like to have such reactions but, more important, because they need such reactions as a guide to shaping the next phase of the work. Please, therefore, write to us at the office of the Learning Cooperative.

Yours very truly,



EDYTHE J. GAINES
Assistant Superintendent

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to the cooperative's members

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. . . and their many cooperators

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72 annual report

the learning cooperative
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submitted by:
edythe j. gaines
assistant superintendent /director

for the period ended june 30, 1972

UD 013792

DEPT OF TRAFFIC

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the 145 days: a summary

The 145 Days: A Summary

The Learning Cooperative, after completion of certain transitional and start-up activities following the announcement of its establishment by Board of Education President Isaiah Robinson, Jr. and by Chancellor Harvey B. Scribner on September 9, got under way in its newly-acquired headquarters on the afternoon of October 15, 1971. The 145 working days from that date to June 30, 1972, marked a period of activity which resulted in the significant accomplishments which are chronicled in the report which follows. In summary, the following were the major accomplishments of those 145 days:

Three Fundamental Accomplishments

- The establishment of a medium, a mechanism, an organization "in the system" but considered not quite "of the system," which provided a point of useful contact both for "system insiders" and for "system outsiders" to meet on the common ground of wanting to effect fundamental reform and improvement in New York City public education.

  No other extant system-connected organization or agency is perceived in quite the way this new organization came to be perceived, i.e., as the system-connected agency concerned exclusively with educational innovation, change, reform, and improvement. The very establishment of this organization along with this special perception of its purpose and meaning have made possible far more rapid implementation of new ways of working, new ideas put into practice, new models designed and built. Probably this alone constitutes the major accomplishment of the year.

- The establishment of an instrumentality by which educational leadership could be exercised and exerted in a unitary school system which is also characterized by dual governance.

  Our school system is unitary in that it exists in one city under one central Board of Education having one chief executive, the Chancellor. Yet, it is decentralized in that it is comprised of thirty-one quasi-autonomous Community School Districts, each governed by a Community School Board and each having a chief executive officer, the Community Superintendent. Shared leadership is clearly indicated by such a dual governance situation and cooperative and collaborative action in support of such leadership is the clearly indicated mode of operation. The Learning Cooperative made possible putting such concepts into operation. Thus, the Cooperative provided an instrument by which cooperative and collaborative activity proceeding from shared leadership in a dual governance school system could be tested out on reasonably appropriate proving grounds. While important issues in this regard remain as yet unresolved, this too constitutes another major accomplishment for the year.

- The writing, publication, and wide dissemination of **Design for Change**, a consensus document which sets forth comprehensively but concisely the new mission of New York City public education and the strategy by which that mission may be accomplished.

  Not since the nineteen forties, when the Educational Policies Commission undertook the task, has there been published a comprehensive statement as to the fundamental mission of public education. While **Design for Change** is not a perfect document, it does set forth in broad stroke terms the shape and direction of education as today's thoughtful people see it and a strategy by which to reach the goal. Thus, for the first time in decades New York City educators have a relatively fixed star by which to guide their various efforts. That, too, constitutes a major contribution for this year.

Other Accomplishments

- Identification of and dissemination of information about useful programs and practices that "work," not as a "white wash" move, but as a powerful strategy for bringing about change.

  While the June 2-3 Dissemination Conference was the culminating activity by which information about such programs was made available to the public, other means were also used. Newspapers were the least useful and cooperative in this matter but good coverage was had via the other media. The areas in which we sought and found programs that work include: reading, mathematics, bilingual education, alternative schools, alternative non-school routes to education, creative use of "found space ," parent and community participation, staff and other human resource development.

- Development of the beginnings of a "Beacon Light Schools" network.

  Schools so identified are schools "in the process of becoming." Each is unique. What unifies them is their commitment to work actively to implement the basic principles set forth in **Design for Change.**

- Development of the beginnings of several strategies by which to link the schools with the non-school resources and educational opportunities available in this great metropolis and its environs.

In this regard, we supported and thus helped to strengthen such existing district-based linkages as the District 4 El Museo del Barrio, the District 8 Kelly Street Brownstone and the District 12 Heritage Museum. We supported the school-related programs of such organizations as the Studio Museum in Harlem (with District 5); the Children's Art Workshop (with the Satellite Academy and District 1); High Rock (with District 31); Upper Manhattan Artists Cooperative (with District 6); and The Arts, Inc. (with District 2). Staff began developmental work for new linkages in such areas as: utilization of urban and out-of-city areas as learning environments; development of a district arts resources center; development of a prototype science resources center; development of a source book in the area of the performing arts. In addition, special effort has been made to support the Children's Art Carnival, the Children's Art Caravan and the Showboat, and district-based exemplary programs such as District 4's El Museo del Barrio and District 12's Heritage Museum and Multi-Purpose Educational Center.

- By developing the "Beacon Light Schools" network and by developing strategies by which to link such schools to the non-school educative opportunities, the Cooperative has set out upon the path of totally redefining what education is (as distinguished from "schooling") and what an educational system is (as distinguished from a "school system").

- **Development of mechanisms by which like-minded people or people concerned about the sane problems and issues could be linked together to pursue mutual goals.** Our ad-hoc committee meetings and Learning Cooperative "events" are examples.

- **The development of connecting mechanisms between "system insiders" and "system outsiders"** in pursuance of mutual goals. Joint efforts between the Learning Cooperative and the Museums Collaborative and joint efforts with various foundations, businesses, colleges, and universities are examples.

- **The provision of advocacy for a variety of exemplary or promising programs and schools,** thus providing needed support at critical times and places. Presentation of the case for support of the Satellite Academies before the executive committee of the Board of Trustees of a major bank; writing letters and making oral presentations in support of foundation grants; speaking before a variety of groups (civic, educational, philanthropic, business); writing for publications; and appearing on radio and television programs carrying the message that there **are** good things happening in New York City public education and thus working to rekindle faith in such public education on the part of the general public are examples.

- **The extension of existing exemplary staff development programs** such as the Open Education Advisory programs; support for the planning of school based prototype "teacher centers" at P.S. 3, Manhattan and P.S. 152, Brooklyn; collaboration with Bank Street College and the Chase Manhattan Bank in designing an exemplary program for the development of a "new breed" of educational leader and a new dimension of "educational accountability" resting upon the training institution.

- **The winning of tangible support for educational reform and improvement efforts by attracting outside financial support.** Along with such financial support came the equally valuable interaction at the level of lively idea exchange. An unanticipated consequence is that the aggregate amounts of money attracted directly and indirectly more than compensated for the total cost to the Board of Education in establishing and supporting the Learning Cooperative. The Cooperative turned out to cost the Board of Education **nothing.** Indeed, a profit was made!

For the reader who really cares, read on. While the report that follows does not tell all that happened during these vigorously-used 145 days, it does tell enough to inform both the mind and the heart about one of the most promising recent developments in New York City public education.

historical perspective

HISTORICAL PERSPECTIVE

Origin of the Learning Cooperative Idea

The first formal mention of the term "Learning Cooperative" was made in Chancellor Harvey Scribner's budget request for the fiscal year 1971-72, made public in December, 1970.[1] The Chancellor envisioned at that time five cooperatives, one in each borough, each of which would consist of a cluster of about five schools and, in cooperation with institutions of higher learning, each would seek to bring about fundamental educational reform through the performance of the following functions:

1. Serving as centers for the training and retraining of the staff of the member schools;
2. Operating demonstration projects of a variety of kinds;
3. Offering seminars and stimulating in other ways fresh thinking about the purposes of schools, the nature of learning, the character of the teaching-learning process, and alternative learning styles.

A budget request in the amount of five million dollars ($5,000,000) was made in support of this program.

It was stipulated in the Chancellor's message that each cooperative be created on district request and that each would be comprised of schools which volunteered to participate. The Chancellor thus underscored two basic principles: that of local district initiative as an indication of local district autonomy; and that of voluntarism with respect to any proposal originating from the central educational authority. In both cases, the Chancellor demonstrated his faith in and support for the decentralization concept. In both cases the position taken is in conformity with the policy of the Board of Education of the City of New York.

In an effort to flesh out the idea of learning cooperatives beyond the skeleton presented in the budget message, the New York City Center for Planning, under the leadership of its director, Mrs. Shelly Umans, held meetings of representative members of possible participating groups early in 1971.[2] Meetings were held with: school principals (Feb. 19); parents (Feb. 22); "Outside Experts," many if not most of whom could be described as "articulate and respected critics of the public schools" (Feb. 23); community superintendents (Feb. 26); teachers (notes not dated); and college and university faculty members engaged in the training of teachers and of other school personnel (notes not dated). All saw positive advantages in the establishment of a learning cooperative. All used these meetings to give vent to their past frustrations and to express their hopes and aspirations for the future. Of course, some of those aspirations revealed some degree of conflict not only between groups, but also among different members of the same group. What is important is that all groups expressed a yearning for a way out of present dilemmas and all groups saw the idea of a learning cooperative as a promising route to a better future.

Certain themes recur in the notes from these meetings (which have been made available generously by Mrs. Umans for this report) as the groups probed for answers to what a learning cooperative could and should do. The accomplishment of such aims as the following appear as recurring themes among the notes of these meetings:

1. To provide time for teachers, principals and others to engage in introspective, self-evaluative and creative professional development and training activities. In this regard, an especially poignant note was struck by higher-level supervisory and management personnel (especially school principals) who felt great need for training and role-development, particularly in this time of dynamic change.
2. To provide for a more realistic and, ultimately, a more productive relationship between formal teacher-training institutions and the public schools who are "consumers" of their graduates and, while so doing, also provide for, as a corollary, a more organic relationship between the pre-service and in-service education and training of school staffs, including teachers, principals and other personnel.
3. To suggest realistic yet effective ways of reaching individual learners and solving their learning problems while enhancing their learning abilities.
4. To suggest ways of better relating schools to community to the mutual benefit of all, "accountability" being required and accepted, without being threatening in implication. (This aim is implicit rather than explicit in the reports.)
5. To help find the way back to the previous position of excellence in New York City public education, and to help all participants feel good about themselves and their work again, based on good performance and results achieved with the children, and on mutually-satisfying rapport with the parents and the community from which they come.

In late April of 1971,[3] the Chancellor, still hoping for city funding of the cooperatives and desiring to engage a director before the end of the school year, requested of the Rockefeller Brothers Fund monies sufficient to cover minor start-up costs and to pay the salary of a director for the project. Soon thereafter a favorable response to this request was indicated and, indeed a grant in the amount of fifty thousand dollars was made in June, 1971.

Establishment of One Cooperative

The education budget received from the city in June, 1971, ushered in a year of severe budgetary stringency. It became readily apparent that the Chancellor's five-million-dollar request to support the learning cooperative project could not be granted. There was, however, the Rockefeller Brothers Fund grant and there was also a relatively small sum of money in the Chancellor's fund. Perhaps all need not be lost.

It was at this juncture that the Chancellor engaged in a series of conversations with Community Superintendent Edythe Gaines which led to the establishment of one learning cooperative under her direction despite the denial of the budgetary requests. The mutual concerns of the Chancellor and Dr. Gaines were:

1. To strengthen the concept of decentralization by assisting the districts to demonstrate that improved educational programs could be carried out under their aegis;
2. To strengthen the ties between and among schools and other agencies and to encourage their cooperation in finding solutions to major educational problems;
3. To keep alive the idea of the learning cooperative as an appropriate catalytic agent in those respects and as a useful mechanism to help stimulate fundamental educational reform.

These mutual aims, coupled with Dr. Gaines' especial desire to make a contribution in support of the educational (as distinguished from political) validity of the decentralization idea, led her to view favorably the Chancellor's request that she become director of The Learning Cooperative on special assignment from the Community Superintendency of District 12. Community School Board 12's generosity in concurring in this arrangement made it possible.

Thus it was that the establishment of The Learning Cooperative and the assignment of Dr. Gaines as its director were announced by the Hon. Isaiah Robinson, Jr., President of the Board of Education, and by Dr. Scribner, Chancellor, at a press conference held on September 9, 1971. Mrs. Eloise Krause, Chairman of Community School Board 12, spoke on behalf of District 12.

Redefinition of Functions for The Learning Cooperative

While the fundamental concept of a learning cooperative remained intact, there was a need to define in more realistic terms what one cooperative, operating on a budgetary shoestring, and seeking to serve all 31 community school districts, could reasonably be expected to accomplish. The resolution of this question formed the following statement of purpose issued by the Chancellor on September 9.[4]

1. To help identify useful practices and programs that work, disseminate information about them, and encourage the spread of their benefits to as many students as possible.
2. To help develop new models and new alternatives for learning and thereby provide parents and staff with a wider choice of learning programs.
3. To help create linkages among school districts, schools, individual teachers or groups of teachers, institutions of higher education, and various other agencies and programs. The goal is to link forward-looking institutions or individuals for specific purposes which are focused on results at the level of the student.
4. To help construct new forms of staff development in the belief that the best programs are ultimately as good as their practitioners.
5. To help attract various kinds of financial support for special programs, in the belief that there are many agencies, institutions and individuals in the city who want to make a contribution to education.

The Cooperative Gets Under Way

It was understood by all that the director would assume the new duties only after discharging the obligation of insuring an orderly transfer of authority in District 12. Fulfilling that obligation quickly was made possible by two factors: that key members of the district staff had been willing to work with the superintendent all summer, without vacation, to insure the orderly organization of the schools and other district programs despite the budget crisis; and that Dr. Felton E. Lewis, Deputy to the Superintendent and a long-term key member of Dr. Gaines' staff, was named acting Community Superintendent, thus insuring the district a significant degree of continuity in educational philosophy and in leadership.

After suitable office space had been found and a core staff had been engaged, The Learning Cooperative, occupying quarters located at 475 Riverside Drive, became operational by October 15, 1971. The report which follows covers the period from mid-October, 1971, to the end of June, 1972, a period of 145 working days.

Footnotes

[1]The Budget Message for FY 71-72—December, 1970.

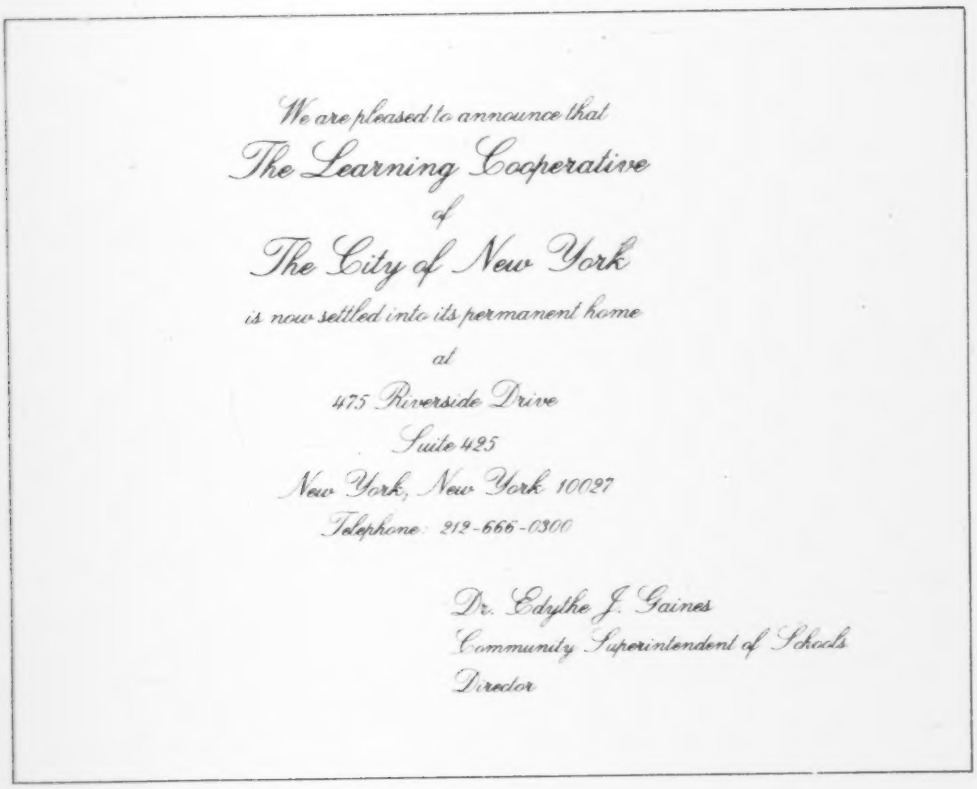
[2]Summary notes of meetings held by the New York City Center for Planning in February and March, 1971. Unpublished.

[3]Letter from the Chancellor to Mr. William Dietel of the Rockefeller Brothers Fund, April 21, 1971.

[4]Press release for press conference (one statement from Chancellor Scribner and one statement from Dr. Gaines). Office of Information Services, Board of Education of the City of New York. September 9, 1971.

the year's work

at the beginning . . .



We are pleased to announce that
The Learning Cooperative
of
The City of New York
is now settled into its permanent home
at
475 Riverside Drive
Suite 425
New York, New York 10027
Telephone: 212-666-0300

Dr. Edythe J. Gaines
Community Superintendent of Schools
Director

A Flurry of Activity...

The opening announcement was made and mailed thanks to the help of the Board of Education's mail room personnel following the quick authorization by Dr. Henrietta Percell of the Deputy Chancellor's Office. The staff assumed residence in the unfurnished offices pending completion of certain details of the lease, thanks to the cooperation of the landlord, The Interchurch Center. Temporary basic furniture and emergency office supplies were generously lent and expeditiously delivered thanks to the Bureau of Supplies. Through the extraordinary efforts of the Bureau of Finance, telephones were installed within four days despite the strike that kept other New Yorkers waiting for such service for the better part of a year—a major coup in itself. The intricate and time-consuming procedure by which the Board of Education and the government of the City of New York authorize entering into a lease agreement, a process usually taking four to eight months, was completed in less than one month thanks to the staff work of the Office of School Planning, the Office of Counsel, the Bureau of Real Estate of the City of New York, and above all, thanks to each member of the Board of Education and to each member of the Board of Estimate without whose unanimous consent votes that speed would have been impossible. (Note: Problems developed later with respect to the lease, but not as a consequence of any of the supportive work reported here.) Last, but far from least in this thoughtful but frenzied gearing-up period, was the continued and vital help of Community School District 12—its Board, its acting superintendent, its staff. They took care of staff payrolls and saw to the continuity in salary payments (a morale insurer if ever there was one); they provided temporary office space while the move was being planned; they provided clerical help and other office support during the interim period; they helped "schedulize" the Learning Cooperative budget, consisting of $250,000 from the Chancellor's Fund and $50,000 from the Rockefeller Brothers Fund grant. What friends!

During this transitional period, on October 5, 1971, Superintendent Ralph Brande, President of the New York Association of Superintendents called a special meeting of the Association for the purpose of exploring the relationship of the Superintendents and their Boards to the Learning Cooperative and its working concept. Four supportive directions for action came out of that meeting:

- Endorsement of the concept of voluntary cooperation among the districts through the Learning Cooperative mechanism, as well as through other established mechanisms, for advancing educational improvement;
- Establishment of a Superintendents' Committee to work with the Learning Cooperative's staff to this end (the committee members are: Superinten-

dents Berchuck, Donaldson, Taylor, Silver, and Wiesenthal);

- Endorsement of a questionnaire wherein superintendents could cite "programs that work" in their districts, the results of which would assist the Learning Cooperative staff in carrying out one of its mandates;
- Agreement that it would be procedurally both appropriate and convenient for communication with the Community Boards and schools and personnel in the districts concerning Learning Cooperative activities to go through the respective superintendents, just as communication with the Board of Education would go through the Chancellor.

versity people began to seek out discussions about ways to work together. Foundation personnel began to contact staff for advice about proposals from public schools or related organizations requesting funding for innovative projects. Of course, commercial companies began knocking at the door to sell their wares. It was a period of furious activity, often leaving staff drained of energy, but it clearly established that a broad spectrum of people were responding positively to our concept of and expectations for a "learning cooperative." This broad spectrum produced often conflicting concepts and expectations but at least one mistaken idea was firmly refuted, the notion that the Learning Cooperative had some five million dollars to spend in support of "innovation and change."

Thus it was that on Friday afternoon, October 15, the staff of the Learning Cooperative moved into the starkly empty but somehow gracious (probably because of the view of the Hudson, "the mighty river of the mountains") suite 425 at 475 Riverside Drive. The new organization was underway by the aimed-for date.

On Monday and from then on, the staff were off and running. The telephones began to ring, bringing requests for information, for appointments, for money, and for opportunities to share ideas. The mail began to bring similar requests. People dropped in and, unbothered by the lack of furniture, got down to whatever business had brought them. Questionnaires began to come in from the districts and staff began to go out to visit districts to see the exemplary programs specified and to talk with the district personnel involved. College and uni-

Defining the Learning Cooperative and its Role

The staff's work during this highly active, though somewhat formless, period (October-December) led them to perceive certain recurring themes or leitmotifs which helped to define more clearly the role of the Cooperative. Some of these themes, expressed as needs felt, are:

1. **The need for help with the money problem.** Everywhere there was expressed a need for funds to support innovative and effective programs, especially in this period of budget crisis and severe cutbacks. This was the most recurrent theme. Direct funding from the Learning Cooperative was sought in the mistaken belief that the Cooperative

had five million dollars to allocate for such purposes. When the facts about the funding level were known, the need for a strategy for finding other sources for funds and for finding alternative ways of redirecting presently available funds surfaced and defined an important role for the Learning Cooperative.

2. **The need for a connection among like-minded school people.** For example, people involved in developing "alternative schools" and "alternative" school programs felt somewhat isolated, therefore, somewhat vulnerable. They wanted opportunities to meet with each other, to share experiences with each other, to gain nourishment and succor from each other. The linkages they sought would, of necessity, cross district lines, cross lines between elementary, junior and senior high schools, cross lines between cities (e.g. contact with the Parkway School in Philadelphia and with the Adams School in Oregon), and cross lines between public and private efforts (e.g., contact with "independent public schools" such as The Children's Community Workshop School). Development of networks of like-minded people and their schools defined an important role for the Learning Cooperative.
3. **The need for a connecting mechanism between system "insiders" and "outsiders"** so that educational ideas, services and resources of both could be made available in a more powerful way to their mutual or overlapping clientele. For example, museums, performing arts groups, community corporations, and certain businesses all are carrying out educational programs for school-aged youth. On the other hand, schools seek educative opportunities and experiences for their students outside the walls of the schools. A need to serve this mutual concern defined another important role for the Learning Cooperative.
4. **The need for a conduit for ideas and proposals** for districts that would simply be more convenient than is travelling to see people in all thirty-one districts, especially when the likelihood is that not all of the districts need or could profitably use a given idea or service. This need, too, defined a role for the Learning Cooperative.
5. **The need for program development and model-building assistance,** almost of the consultative kind, so that basically good ideas could be turned into viable proposals, and programs that could indeed be adopted and implemented. This defined another role for the Learning Cooperative, especially vis-a-vis people outside the school system (e.g. college personnel who are planning training programs for teachers and other staff) who wanted to develop something that could be used by those inside the system.
6. **The need for advocacy.** Second only to the need for funding, the need for advocacy was the most frequently expressed. It came in many guises and from all directions. There were teachers, often just a cluster of teachers working together in "a piece" of one school who knew that what they were doing was good and right and effective, but felt a lack of support—not just tangible support in resources, but also in terms of psychological support. There were many—parents, teachers, principals, even students—who said in effect, "The Chancellor seems to be on our side and so does the Board of Education, but despite that advocacy, it is still difficult to effect change without action-type support." Others talked about the **good** things that are happening in the schools out in the districts and decried the fact that the news media seem interested only in carrying the "horror stories." "Who is going to speak up for our side?" was a continuing plea put in question form. Others expressed concern about what they perceived as a powerful and perhaps organized effort to discredit the decentralized districts, accusing them variously: as being run by inept amateurs; or as being run by venal politicos bent upon reinstituting the spoils system in education; or as being too conservative to care about and encourage fundamental change; or as being run by racists interested in maintaining and extending racial isolation in the schools. Those who expressed this concern were as angry and frustrated as anyone else, if not more so, about whatever malfunctioning aspects of decentralization exist, but they still held to a fundamental belief that better education will ensue from grass-roots involvement in the educational process and that decentralization is the best hope in that regard. Advocacy for this position was sought. Finally, there was a pervasive belief that excellence in New York City public education **could** be recreated and there was a yearning for both advocacy on this point and for joint effort toward this end. These feelings and expressions shaped in a major way the role of the Learning Cooperative.

Clearly none of these needs could be met by a small staff working alone. Equally clearly, all of them could be addressed with some hope of success by the assiduous efforts of a cooperative group catalyzed by a small supportive staff. It is that reality which defined the Learning Cooperative and the function of its headquarters' staff.

Thus, as a result of the flurry of activity in the October

through December period, greater clarity of definition of the Cooperative and of the function of its headquarters' staff emerged:

- The Learning Cooperative consists of the voluntary cooperative effort among the thirty-one community school districts, their constituencies—students, teachers, administrators, parents, community people—and individuals and groups from the private and public sectors to promote constructive educational change and improvement which can be seen in results obtained for children.
- The role of the Learning Cooperative's headquarters' personnel is to provide staff support to that effort. Thus, while organizationally an arm of the Office of the Chancellor, the Learning Cooperative's office functions in the field, serving as a catalytic agent among the cooperating groups in their educational change and development efforts and serving to assist in disseminating information pertinent to those efforts.
- The basic mission of the Cooperative is to re-create educational excellence by making educational failure in New York City public education illegitimate.
- The chief strategy for accomplishing the mission is to demonstrate that there **are** solutions to urban education problems, that some of them exist **now**, that many of them exist **in New York City public schools.** The purpose of such demonstrations is to move others to positive action to improve education throughout the city.
- The central enabling concept is that whatever is to be accomplished **can** be accomplished by **cooperative and collaborative efforts.**

"Design for Change" Emerges and Gives Shape and Direction to the Work.

One other major outcome of these early activities was the development of **Design for Change**, a consensus document indicating the shape and direction New York City education is taking and suggesting a strategy by which to achieve its goals. Everyone seemed to be talking about educational reform, a word which suggests a new shape for the educational system and its processes. While that new shape was not expressed in precise and explicit terms, it was suggested by certain ideas which recurred both in things people said and in the kinds of programs they were developing.

Primarily, people are engaged in changing **schools.** Some of the recurring ideas in this regard are:

- smallness—fewer pupils in contact with a few concerned adults providing a firmer foundation for better education, and for a stronger sense of community as well as of individual identity.
- choice—choice being a crucial ingredient for learning if that choice is among viable options.
- learning—education being a process, not an acquisition.
- effectiveness—delivering what has been promised by the inherent meaning of the term "professionalism."
- humanism—education in schools being preeminently a human transaction between individuals and groups who appreciate one another's worth and value.

Secondly, people are trying to develop stronger, more realistic, and more relevant-to-daily-life-and-learning linkages between school experiences and educative experiences available **outside the schools.**

- students learn outside school as well as in, and what they learn elsewhere is not only seminal to their development but also should be credited in school as learning.
- metropolitan New York has a wealth of resources that the schools can put to the use of all students by integrating those resources into the curriculum.

The schools and the out-of-school resources, working together as an interacting network, form the new educational system people are trying to bring into being. To make this work well, however, **three support mechanisms** are deemed essential.

1—Adequate and appropriately used **human resources.**

- a comprehensive staff development and training program within the context of developing all of the human resources needed to devise, carry out, and maintain programs of educational change, reform, renewal, and improvement.

2—Adequate and appropriately used **financial resources.**

- a program through which educators and concerned laymen, having secured, as they must, a higher level of monetary support for public education, may learn how better to handle whatever budget allocation is ultimately made in such a way as to get the most in educational results from the monetary investment, using a zero-base or non-incremental planning, programming and budgeting approach.

3—An **information system**

- an educational information and feedback system for personnel working in well-designed programs to make timely and accurate mid-course correc-

tions, and for the interested public to know about the results ensuing from this work in comprehensible and trustworthy terms.

The Learning Cooperative staff in cooperation with a member of the Chancellor's personal staff and a member of the staff of the New York City Center for Planning decided, late in December, to commit to paper what experience suggested was the consensus of thought among those with whom they had been in contact. That statement, after having been written in synthesized form by the Learning Cooperative's director, distributed broadly, and revised in terms of the reactions received, became the document, **Design for Change**, published as a special supplement to **The Staff Bulletin**, May 15, 1972. (See Appendix.)

The Design represents the consensus of thought among forward-looking people in the districts, at central headquarters, and among others concerned about the direction New York City public education should take (and is taking, to some degree) at this juncture in time. It also suggests a comprehensive strategy for bringing into being the kind of education envisioned.

The rest of this report is organized around the purposes delineated by the Chancellor on September 9, 1971, but by January, 1972, **Design for Change** had become the central organizing principle of the Learning Cooperative's work since it did represent the kind of consensus referred to and it did provide the strategy needed to implement that consensus.

Responding to the Purposes Delineated by the Chancellor

Purpose #1:

To help identify useful practices and programs that work; disseminate information about them, and encourage the spread of their benefits to as many students as possible.

There is a dynamic interaction between the identification of successful programs and practices on the one hand and the dissemination of information about them on the other. Dissemination processes generate responses which lead to the identification of programs not discovered by previously used identification techniques and procedures. Thus what is reported below was not the result of a linear process but rather of a spiralling process involving both program identification procedures and dissemination processes.

While the June 2-3 Conference served as the major and culminating event for disseminating information about "programs that work," there were other activities during the year which also served that purpose. Included in this category were radio and television programs, newspaper articles, and internal school system memoranda, as well as meetings and special events.

Among the most effective means of dissemination, aside from periodic memoranda to superintendents with copies to Community Boards, was by way of meetings of "ad hoc committees" and other "special event" meetings which brought together individuals and groups around mutual interests and concerns. For example, ad hoc committees were formed on each of the problems and issues which, ultimately, became the major themes for the June 2-3 Conference. Ad hoc committees on reading, mathematics, bilingual education, alternative schools, and alternative non-school routes to education were formed and these met over severet weeks' or months' time to hammer out the issues, to share information on working and workable solutions, and to plan the best ways of disseminating such information to a broader audience. Special events, meetings, and workshops (such as the series on solutions in reading which was attended by some thirty-five heads of schools) made for another dissemination mechanism. These meetings and events, held at the Learning Cooperative's headquarters (which headquarters were increasingly functioning as a prototype "teachers center"), were particularly effective in that **action** back at the school and school district levels tended to flow from them.

Brief articles appeared in the **New York Times**, the **Daily News**, the **New York Post**, and other general-distribution publications. Other articles appeared in special-audience publications such as the Board of Education's **Staff Bulletin** and (a brief piece in) the New York Elementary School Principals' Association's **NYPAN**. For the most part, very little appeared in the public press.

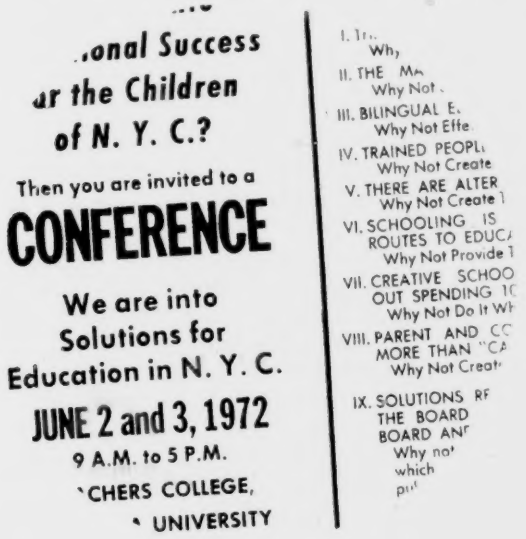
Learning Cooperative staff appeared on "These are Your Schools" (Joy Fisher, WHN-Radio), presenting an overview of the Learning Cooperative concept, its activities, the **Design for Change** document, and some of the "linkage" programs which were in the developmental stages. The appearance of the Director of the Learning Cooperative on "Not for Women Only" (Barbara Walters, NBC-TV) proved to be an excellent opportunity to present positive statements about public education in New York City. Originally, the planners of the program desired to do a program highlighting problems in the public school system and to contrast these by presenting alternative schools and programs outside the public sector. The Learning Cooperative Director argued forcefully that by dwelling upon failures the program would add nothing new to the educational dialogue, would give parents and others no reason to hold on to hope, and would nurture the failure syndrome. She insisted on stressing positive features of public education, focusing upon solutions rather than on problems. This turned the whole tone of the program around,

a fact generously and openly and publicly acknowledged by Ms. Walters at the end of the five-day series of half-hour programs. Interestingly, too, during the summer this program was selected for re-run as being among the programs which had gained, during the regular season, the greatest amount of favorable public reaction.

Other appearances were made on "Black Pride" (Alma John, WOR-TV), "Straight Talk" (Ellie Guggenheim, WNEW-TV), "Su Sistema Escolar" (Carlos Dominici, WADO-Radio), and "Noticias" (Nydia Negron, Channel 41-TV). During each of these appearances staff continued to focus on solutions in a consistent effort to make educational failure illegitimate.

In every instance of such publicity described above, the initiative was **not** taken by Learning Cooperative staff. Press releases were never issued by the Cooperative. A low profile on the staff operation, right or wrong, was an intentional and deliberate decision. The staff's determination was to lay stress on the **cooperative** nature of what was being done and to focus attention on what Community Districts and the other "cooperators" were achieving. Staff were especially concerned about seeming to be in the public relations business, rather than in the business of supporting districts in their educational change and development efforts. It was this concern that led to the decision cited above. It may prove to have been a mistake, given the realities of our times, but staff stand by the decision and by the motivations from which it proceeded.

"We Are Into Solutions" was the watchword of the City-wide June 2-3 Dissemination Conference held at Teachers College, Columbia University. As the major culminating activity of the year's work, the Conference provided an opportunity for bringing to the public attention practices and programs that had been found



to work well. The Conference boldly asserted that viable solutions exist. The following crucial questions were posed:

- If there are solutions anywhere in our city, why are there not solutions wherever similar conditions prevail?
- If there are viable solutions to our educational problems, why do we continue to tolerate educational failure?
- Do we dare make educational failure in New York City illegitimate?
- Do we dare succeed with New York City's children?

Nine conference themes gave order to the presentations made by participants in community district programs, college-affiliated programs, cultural programs, community-based programs as well as educational programs developed in the private sector. The presentations were given at plenary sessions, workshops, seminars, and through exhibits and the use of the media.

Theme 1.

The Reading Problem has been solved; why not solve it where you are?

The conference dared to assert and to prove that the reading problem has been solved. By that assertion the point was made that we know enough to eliminate most of the reading failure that is now so evident in our school system. The problem lies not so much in not knowing what to do as in not applying widely, deeply and pervasively the best of what is known in this field. Thus just as children are still contracting measles despite our knowing how to prevent that disease, so too does reading failure persist despite our knowing enough to prevent most of such failure. The Conference asserted, therefore, that we don't have a reading problem; we have an instructional problem and an instructional personnel development and training problem; we have a testing and evaluation and interpretation problem; we have an information gathering and dissemination problem; and, at the very foundation, we have a problem of consolidation of relevant and reliable research findings in the field of reading. Together, these constitute "the reading problem" and they should be solvable. Certainly concerted and thoughtful attention should be given to them and informed action with respect to them must be taken.

In order to focus sharply and clearly on that point in the learning-to-read process which probably is the major cause of most reading failure, the Conference zeroed in on programs which are successful in helping **beginning** readers to acquire basic literacy quickly and well. Basic literacy is defined as the ability to read and write what one can say and understand. Thus, the Conference focused on that small but crucially important aspect of learning to read which consists in gaining

command of a written symbol code by the use of which learners can handle in spatial terms (reading and writing) that which they can already handle in temporal terms (speaking and listening). When we remember that most basal readers "deliver" to pupils who are 100% successful with the program about 250 words and when we also remember that research indicates that the average child comes to school having some 6,000 words at his command, we can appreciate the validity of programs which reject the "controlled vocabulary" approach represented by the basal readers and which instead adopt an approach which "delivers" to pupils a symbol system by the use of which they can write and read the language they bring to school with them. By the latter approach, even the most "linguistically handicapped" child will be able to read many more words than the basal reader will "deliver" to the pupil who is most successful with that approach. Moreover, the approach here recommended demonstrates the conceptual unity and validity of bilingual education since it rests upon the requirement that beginning reading be taught in the language the child has when he comes to school. Thus the recommended approach totally rejects the notion that children who come to school speaking and understanding a language other than English are "linguistically handicapped." Quite the contrary; they are as linguistically richly endowed as are any other broad category of children.

The Dissemination Conference shared with its participants both total school programs and smaller programs within schools which have "delivered" this kind of basic literacy to pupils. An important example was Community School 234, Bronx. This is a school whose pupil population is about 65% Hispanic in background (mostly Puerto Rican) and about 35% Afro-American in background. It is located in a designated poverty area in the Tremont section of the South Bronx. It operates under the same constraints as do other public schools in poverty areas—including high class size, low budget allocations and relatively inexperienced staff. On the other hand, it has a comprehensive, understood, and vigorously accepted philosophy of education. It has a strong leadership cadre and a dedicated staff which, together, participated in an intensive and on-going training program. Finally, it has an organizational climate, created by all of the participants (including parents), which fosters learning and growth. They use not merely the "tool" of the words-in-color approach but much more important, they use the educational philosophy which illuminates all of Dr. Caleb Gattengo's work which so strongly rests on the concept of building on the powers of children. Consequently, the results obtained have been little short of spectacular. By the date of the Conference (the school having begun to implement this program about October 15, just eight months earlier), that precious possession called basic literacy as defined above had been acquired by all but about 80 kindergartners (out of about 200), all but about 40 first graders (out of about 300), and all but about 10 second graders (out of about 300).

Theme 2.

The Mathematics Problem has been solved; why not solve it where you are?

The conference used the same basic approach to prove the validity of its assertion that the mathematics problem has been solved that it used with respect to the reading problem. Mathematics is a way of thinking that uses symbolic logic and as such calls forth the students' ability to use the abstract thought processes which he has demonstrated he possesses from his days in the crib onward. Many of the concepts and techniques of the mathematics laboratories approach call upon the powers that children already possess. Included in the Dissemination Conference were demonstrations and workshops simulating mathematics laboratories.

A dramatic example which showed the results of one of these techniques (the use of algebricks or cuisinaire rods) was demonstrated at a plenary session. First grade students from Community School 234, Bronx (the school which is implementing Dr. Caleb Gattegno's philosophy and approach) were presented with a complex mathematical sentence and asked to complete it without use of paper or pencil. The sentence was similar to the following one:

$$\sqrt{49 \text{ million}} + \sqrt{64 \text{ million}} + (900 - 400) + (8 \times 5) + 1/3 \text{ of } 30) + 3^2 =$$

The students not only completed the sentence but their apparent understanding and facility made some in the audience cry "fix." This reaction made it clear that many people not only underestimate children's powers of reasoning but also underestimate their own powers. They did not notice that, at base, the problem above does not really go beyond what first-grade teachers are prone to call "number facts, one to ten." Having understood that point, perhaps teachers will understand more clearly what the teachers at C.S. 234, under Dr. Gattegno's tutelage, mean when they say that the only thing one can educate in man is his awareness.

In addition to the demonstrations of successful mathematics programs (including district and school mathematics laboratories and a computer managed instructional program), there was shown a multi-media exhibit which, in truly poetic terms, called attention to the sheer beauty of mathematics as it can be seen in the total environment. This exhibit is available for use by any education-related agency.

Theme 3.

Bilingual Education is effective; why not effect it where you are?

Bilingual education is of such obvious value, it is little short of unconscionable that it is taking so long to be comprehensively implemented. Two simple-to-understand ideas make its case: a child should begin his formal educational development in the language he thinks in, speaks in and conceptualizes in, while he makes the transition to another language; and facility in more than one language is one mark of an educated person. This has always been true but its value increases as the modern world becomes more interdependent and cross-cultural. The ideal goal would be for every graduate of the city's schools to be multi-lingual; at the minimum each should be bilingual. Indeed, bilingual education is something we owe our children.

A few, a very few, painfully few, good examples of bilingual schools and programs were found and presented at the conference. They included:

Community School 25 in District 7
Community School 211 in District 12
The Bilingual Mini-School at JHS 45, in Dist. 4
La Escuela Infantil in District 4
District 13's Title VII Bilingual Program
Project Best (in a few schools in districts 4, 7, 9, 12.)

The multi-media bilingual education exhibit, which was a highlight of the Conference, gave sound and sight to the substantive bilingual programs presented.

Theme 4.

Trained People make programs work; why not create good programs where you are?

It is a truism that programs are only as good as the people who carry them out. An essential step in the successful implementation of any educational program is the development, training, directing and redirecting of the participants in the program. The participants referred to include: parents, who provide guidance and direction from the beginning of life for their children; teachers, who provide in-school instruction; administrators, who direct and assist teachers and students; community people, who as volunteers or as paraprofessionals assist in classrooms and elsewhere in the educative process; and students, who assist other students in a variety of ways and settings including tutorial situations. Each of these individuals assumes a role in the overall educative process and each has a direct effect on children as he performs that role. These roles must be clearly defined, the interaction among them must be fully understood, and the training required to carry them out must be provided.

Several programs were highlighted at the Dissemination Conference which demonstrate the fulfillment of the need for such human resource development. Training programs for parents and community people were presented in workshop and seminar sessions offered by the United Parents Association, the United Bronx Parents, the Harlem Parents Union, and the "Charette". These activities are referred to in Theme 8 below. Programs which focus on the development of instructional personnel were demonstrated. Brief descriptions follow.

- The QuEST program, offered by the United Federation of Teachers, was presented in workshop style demonstrating the techniques used in QuEST-sponsored mini-courses. This is an exemplary program which has in it some of the best elements of the British Teachers Centres.
- The Teachers, Inc. held workshops and seminars demonstrating their approaches to developing skills and techniques with paraprofessionals and teachers. Its programs are offered in a degree-granting cooperative agreement with Antioch College.
- The Creative Teaching Workshop set up a stimulating environment and carried out activities which simulated those which occur in their own workshop facility. In addition, there were demonstrations and participatory activities giving insight into working in the open education way. The City College Advisory Service to Open Corridors, the City College TTT Program (Training Teachers of Teachers) and the Community Resources Institute all held workshop sessions demonstrating their approaches for training personnel in open education philosophy and technique.

Other human resource development programs were included in the presentation made by the groups referred to in Theme 5, Alternative Schools, and in Theme 6, Non-School Routes to Education. In each case, stress was put on the importance of selecting and effectively preparing personnel for roles in providing rich learning experiences for children.

Theme 5.

There Are Alternative Schools that work; why not create them where you are?

For a child, the term "alternative school" has little meaning since the school he attends **is** the "alternative" made available to him. Adults should not forget that. They should be aware that what is really important to guarantee in a school is not that it is an "alternative school" but that it is an **effective** "alternative" for the children and youth it serves. Any other position is morally wrong, for adults have no moral right to create "good" schools and call them "alternative" schools while leaving

"regular" or "other" schools to do what they will with the lives and minds of children. Thus, the Learning Co-operative is much less concerned with "alternative schools" than it is with schools which provide effective alternatives for children and other participants. Indeed, "options" is by far the better word to describe what we have in mind since the word "alternatives" suggests choice between two while the word "options" suggests choice among many.

The Dissemination Conference presented several schools which offer effective options for children and their parents. It was made clear that such effective schools are not miraculous occurrences that happen only in one place, at one time, but that they develop as the outgrowth of planned strategies and approaches which can be used by other schools as well.

The schools presented at the Conference varied greatly—indeed, uniqueness was their hallmark—but they had some common characteristics. Each school had a unifying philosophy and a coherent educational strategy which served as a foundation for all its activities. In each case, the school's staff identified with this philosophy and this strategy, and felt themselves to be part of a total effort. Some of the schools were fairly new, and had been established with a particular philosophy in mind. Others had begun as standardized institutions, but had developed or defined their philosophy in the course of their operations. In either case, however, it was the conceptual unity of the school, the sense of purpose leading to sustained forward motion, that made the school successful.

Even with this single unifying principle, there was great variation among the schools presented at the conference. Some were "sub-schools" operating within a more traditional school, some were small "spin-offs" or mini-schools still connected with their parent institution. One school, P.S. 3, Manhattan, was a Board of Education facility whose educational plan was developed almost entirely by its community, while another, the Children's Community Workshop, originated as an independent public school and subsequently was declared a part of District 3. Others were regular New York public schools which had developed new and effective educational approaches; they included P.S. 152, Brooklyn, P.S. 92, Bronx, and P.S. 31, Bronx.

Philosophies varied as much as physical and organizational aspects. At C.S. 232 Bronx, where humanistic education is the guiding principle, each teacher is encouraged to develop his own educational strategy, based on his individual style and on the needs and interest of his students. C.S. 129-234 Bronx, was designed from its inception according to the educational philosophy and teaching strategies espoused by Dr. Caleb Gattegno. Several other schools use open education as a school-wide philosophy. Two spin-off schools, the Clinton Program and the Joan of Arc Mini-school made extensive use of New York City's social and cultural institutions as part of their regular educational program. A sub-school at P.S. 126 Manhattan, was organized by a special consultant, George Richmond, using models of the political, economic and social systems in society to relate curriculum areas to the real world.

The conference presented the basic concept around which each school was organized and the major strategies being used by each school to implement that basic concept. The alternative schools exhibit was a labyrinth of partitions, creating a series of small defined areas where statements and pictorial representations related to each school were presented. At the center of the labyrinth was a series of slide projectors, presenting a medley of scenes from the various schools. This combination of separate areas and collective presentations trenchantly communicated the essential idea: that there are many good educational models, and that each school must be able to select, define and implement its own particular strategy if it is to function with maximum effectiveness.

Theme 6.

Schooling is important, but Non-school Routes to Education are valid too; why not provide them where you are?

Schools, no matter how effectively they function, never provide total educational experiences because there is much to learn outside of school. This may be true elsewhere, but it is especially true in New York City, with its abundant social and cultural resources.

The development of non-school routes to education provides a way for schools to link themselves with outside agencies and experiences, thereby incorporating other forms of education into their ongoing programs. At the Conference, several types of non-school routes were presented. The abundance of resources available and limited conference time prescribed selectivity. A decision was made to illustrate the general principles by focusing upon resources in the visual arts.

The non-school routes to education in the visual arts included a number of programs. Some of these were developed by school districts, others by art museums, and still others were independent of any major institution. It was significant, however, that these programs shared basic philosophic premises, despite the diversity of their origins. These premises are that art can serve as a means for providing the basic and essential components of a child's education, and that the perceptual and conceptual skills which can be acquired through the arts can be applied to all other aspects of the educational

process. They further indicate a belief that art is not an "extra-curricular" activity, but an essential part of each child's education. What emerged therefore, was the possibility that different children might require different approaches or different media to learn effectively, whether these media were visual arts, performing arts, science, photography or others. It is thus especially important that no child be denied the opportunity to explore any area of the total spectrum of such educational experiences.

Of the programs presented at the Conference, several had been developed by major art museums in New York City. The Museum of Modern Art has established a community art center in a renovated facility in Harlem, the Children's Art Carnival, which employs the motivational and conceptual techniques developed by Victor D'Amico. Another program, developed by the Guggenheim Museum, is directed specifically to meeting the total educational needs of inner-city children through art activities.

Two community districts have developed full-scale cultural museums. El Museo del Barrio, in District 4, focuses on Puerto Rican history and art, while the District 12 Heritage Museum is devoted to the Afro-American and Puerto Rican histories and cultures, the sciences, the arts, and much more. Also presented were programs that had developed independently, including ARTS, Inc. which works with teachers and their classes, and the Children's Art Workshop which operates a storefront art center during after school hours.

Despite the variety of these programs, all were unified in their effective use of out-of-school settings and visual art media to provide effective learning experiences for children.

Theme 7.

Creative School Space can be built without spending 10 years and $10 million; why not do it where you are?

There are many communities in New York City which need more school space, and need it now. Construction of a new school, even after projects are approved, takes five to ten years, and costs five to ten million dollars. One answer to the school space problem therefore, lies in the rapid renovation of "found space." This does not mean, of course, that communities should abandon their existing schools, or abate their efforts to obtain new buildings. Excellent education can take place in any building, however old, while new schools are undoubtedly a benefit to any area of the city. It does mean, however, that there are alternative solutions to the problem of overcrowding, that districts can create new, exciting educational facilities in a fraction of the time it would take to build a new building, and at a fraction of the cost.

Several examples of the creative use of found space were focused upon at the Conference. One of the most striking was the Burnside Manor School in District 10, Bronx. It is an annex to P.S. 26. Burnside Manor, previously a catering hall for weddings and Bar Mitzvahs, was turned into a school with minimal renovation. The ballroom remained, its crystal chandeliers looking down on an open space classroom, with children sitting on the red pile carpet, and activity centers tucked in amid the rococo plasterwork. Students get books from a reading center which was previously the bar. Balance beams and parallel bars in a former dressing room, form part of a "scatter-site" gymnasium. The guidance office is located in the bride's room, replete with mirrors and chaise longue. The auditorium is the former wedding chapel, with canopy still intact. The building actively engages the eye of the viewer, and provides sufficient structure for educational activities, without impinging too aggressively upon them.

The Block School, in Brooklyn, is an early childhood facility which was developed by staff and community together. It is another extraordinarily beautiful example of the genre. Planned with the help of Educational Facilities Laboratory, it is located in a renovated synagogue which had been a supermarket earlier. Internal partitions created a series of attractive spaces specially designed to fit the top-quality educational program of this exemplary school for pre-schoolers.

C.S. 211, Bronx, a bilingual school, was placed in an abandoned mattress factory, with large carpeted areas serving as the prinicipal educational spaces. It was the pioneering model for the genre in New York City. It continues to be a prime example.

C.S. 232, Bronx, an upper grade elementary school, was an old bowling alley, renovated to provide classroom space for 800 children. The blank white outer walls of the building sport a band of graffiti (which some observers say is a free-style outdoor mural), but, real vandalism has been almost non-existent at this school. This is partially due to the school's educational excellence but the principal attributes it to the building itself which simply does not look like an "institution type" school.

In addition to schools themselves, a number of non-school educational facilities use found space to excellent advantage. These include the Children's Art Carnival (located in a renovated garage in Harlem), the Children's Art Workshop (two storefronts on the Lower East Side), and El Museo del Barrio (a brownstone in East Harlem), and the District 12 Heritage Museum (the balcony of an old movie palace).

The District 12 Center represents a combination of uses for found space facilities. Seriously overcrowded, the district decided to move its office facilities out of

the elementary school where it was located, and into an office building which was attached to an abandoned vaudeville theater, the Fairmount. Part of the office building was used for District and Community Board offices, while the remainder was transformed into an open space school for third and fourth grade children, with carpeted floors and accoustically treated ceilings providing auditory privacy, and movable partitions serving as sight breakers and space dividers while providing visual privacy. At the same time the theater portion of the building is being planned as a multi-purpose educational center. In the balcony, a heritage museum for children in the district is almost complete. Concrete platforms extending out from the balcony, form a series of interpenetrating spaces. The ceiling and the walls were repainted, preserving the original **art nouveau** design. The main floor of the theater is to form the rest of the multi-purpose center providing a series of variable spaces where meetings, performances, workshops and staff training sessions and rehearsals can take place beneath the great dome of the theater.

At the Conference, a panel discussion was presented as part of the third plenary session which explored various alternatives for using "found space" for educational facilities. Significantly, it was combined with the panel session on non-school routes to education, an area where "found space" has been used much more extensively. Together, these provided a preliminary idea of the new forms and new settings which comprise one of the basic directions described in **Design for Change.**

Theme 8.

Parent and Community Participation can be more than "cake sales": why not create effective models where you are?

The decentralization of the school system is rooted in the belief that community involvement is good for education, and decentralization was enacted to accomplish that end. Parent participation is obviously an important part of community participation. Several active parent organizations made presentations at the June 2-3 Dissemination Conference.

The United Parents Association has a long history of influential involvement with the schools. The consistent work that U.P.A. has carried out includes pioneering work in training and organizing parents to act as equal and effective partners in the education of their children; to carry out a "watch dog" function with respect to the schools; to lobby at all levels for increased funding and other support for public education; and to engage in abiding advocacy for the rights of children. U.P.A. has provided training for parents both for general awareness and specific skills. These programs were highlighted at the Conference.

United Bronx Parents has offered very specific and functional training for parents in program and budget evaluations. More recently, the organization has moved beyond training to program implementation, establishing a parent directed, professionally accredited, cognitively-based day care center. Experiences related to the parent training program were highlighted at the Conference.

The Harlem Parents Union also trains parents to be aware and knowledgeable so that they may organize and act in support of constructive change. In more recent days this organization has gone forward in linking its training efforts with college education. In cooperation with the Malcolm-King Community College parents as parents and parents as paraprofessionals are gaining college credits while both as parents and as paraprofessionals enhancing their education and improving their life chances in general. This program was highlighted at the Conference.

One group of parents in collaboration with a broad constituency which included teachers, administrators, college and university people, district office personnel, and people from the general community at large engaged in an extensive, elaborate, and sophisticated planning process which resulted in the establishment of a school. The process was called the "Charette" and the school is P.S. 3 in District 2. This program also was highlighted at the Conference.

Theme 9.

Solutions Result From Policy and Action by The Board of Education, Community School Boards and funding agencies: why not make those policies and take those actions by which solutions may be put into effect and through which confidence in the schools may be restored?

This final theme was addressed at the closing plenary session of the Dissemination Conference and focused on a call for action from those with decision-making powers. The point being made was that although good programs exist and offer solutions, support on the district level, and in some cases from the Central Board, is crucial to their implementation and ultimate success.

Strong statements of commitment and support were made by individual teachers, students and other school personnel but the most significant one (other than the ringing declaration of support from students) was delivered by the Vice-President of the New York City School Boards Association, Inc., who called for the adoption of **Design for Change** as the guiding document to effect positive change in New York City's public schools. His statement follows:

A CALL FOR ACTION

DENNIS COLEMAN, VICE PRESIDENT
NEW YORK CITY SCHOOL BOARDS
ASSOCIATION, INC.

1. We call for adoption of the **Design for Change** as a positive and useful framework within which community districts may plan for the restructuring of public education leading to the creation of educational excellence for children of this city.
2. We call for the adoption of solutions offered at this Conference to the crucial educational problems we face. Especially do we call for district action to adopt solutions in reading, mathematics, and bilingual education which promise to **prevent** school failure for hundreds of thousands of our children.
3. We call for special attention to and implementation of those elements of **Design for Change** that give public school children some of the rich educational fare that has too often been provided only to the children in private schools. Our children deserve more than remedial programs. They deserve some of the exciting alternative educational programs shown at this Conference. Specifically, in this regard, we call upon districts to take advantage of the following projects now being offered through the Learning Cooperative:
    a. Planning Task Forces for art resources centers, science resources centers, urban studies programs, and the out-of-city campsite learning programs.
    b. Planning grants for the development of Teacher Centers and other human-resources development centers.
    c. Advisors for the Open Education Advisory Program.
    d. Summer Seminars for Teachers in media education.
    e. Planning grants for the development of Beacon Light Schools.
4. We call upon school districts to examine the funding of programs that work with a view toward putting successful programs on a tax-levy-money base. Commitment to program is shown most clearly in the way funds are allocated. We can no longer put our effective programs on unsteady and unsure funding bases (such as Title I, Urban Aid, Title III, Title VI). We must put them on our **sure** money base and that is the tax-levy base. Specifically, we call upon districts to examine the zero-base (or non-incremental) budget procedure as an effective way to accomplish this end.
5. We call upon community districts to be represented on continuing ad hoc committees which will work with the Learning Cooperative staff on programs and projects now under way. These include:
    a. Reading and Language development including bilingual education.
    b. Mathematics.
    c. Open Education Advisory.
    d. Staff (and other human resources) development, including teacher centers.
    e. Beacon Light Schools and other alternative schools.
    f. Linkage Programs (Alternative non-school routes to education.)

D.C.

FOUR SURPRISING OUTCOMES

Throughout the year, as staff were discovering "programs that work" and disseminating information about them, four impressions were formed which were strongly confirmed during the June 2-3 Dissemination Conference. Anyone who participated on both days could not have failed to notice four surprising outcomes of the search-and-dissemination process.

First, educational success has had a hard time gaining and maintaining funding while educational failure has had hardly a worry about where next year's budgetary support is coming from. Virtually every program found that is reversing the failure trend either was in dire financial straights or was resting on money which is by its very nature temporary and shaky. Example after example can be given. A few will suffice.

The Block School in District 18 was used as the Conference key note example because in large measure it demonstrated a sound solution in each of the major conference theme areas, including the creative use of "found space." (Note, it is strongly recommended that every educator, parent and other person who cares about children see the twenty-four minute film on this school, available from the school or from Educational Facilities Laboratories or from the Learning Cooperative.) That school was funded with ESEA Title III money which ends in January of 1973. The District is trying to find ways to continue the funding, so far without success and, given the severe budget cuts for 1972-73, the district is unlikely to be able to continue the school in its present form. The school, therefore, is likely to die altogether in January or to die a slow death by alteration to the point of almost total disfigurement.

Another example. When staff went out to the districts to see programs identified by Superintendents as exemplary, nearly a third of the programs had been dropped for lack of funds. Virtually all of the others rested upon ESEA Title I or ESEA Title III or New York State Urban Aid funding, all of which sources are annual and non-permanent in nature. Virtually **none** of the programs so identified rested on the tax-levy base, the only constant source of funding.

The same is true of almost all programs demonstrated at the Conference. For example: the staff training and development program that brought about the spectacular results for children in reading and mathematics at C.S. 234 Bronx was financed by ESEA Title I; El Museo del Barrio and the District 12 Heritage Museum are funded mostly by State Urban Aid and private foundations; the bilingual education programs are funded largely by ESEA Title VII; the diagnostic reading clinics and the mathematics laboratories are usually funded by ESEA Title I or State Urban Aid—and so on and on and on. Tax-levy money is conspicuous by its massive absence from the support base for "programs that work." Given the fact that New York City public education spends close to two billion dollars in tax-levy money and receives "funded programs" money that measures in the millions, surely the funding pattern indicated above is a surprising one, and one that should receive the time and attention of the educational policymakers.

The second surprising outcome cannot be substantiated as clearly as the first since it rests on no numerically quantifiable base. It is this: we have lived with educational failure for so long that it has almost become legitimate. Stories of educational success, surprisingly, are not always welcome. They are sometimes perceived as being threatening and are therefore both attacked and rejected.

Who among us who watched and listened were not surprised by some of the audience reaction when the first grade children from C.S. 234 Bronx solved those complicated mathematical problems? Expressions of: "Do you call that a solution to our problem of teaching mathematics;" of "They've been coached;" of "They're specially picked children;" of "That program doesn't work and we know it because we had it in our school" could be heard in the auditorium. Similar responses met the hard evidence that some people have indeed "solved the reading problem" and with the very pupil populations that others insist cannot succeed in reading. As one teacher expressed it in the plenary session on Saturday, "The air was so full of hostility you could cut it with a knife." It became clear that to a surprising degree, educational failure has become legitimate for many people, and that for many people there has developed a vested interest in and a psychological dependence on children's failure in school.

The third surprising outcome, one which should bring hope to those who care and which should be the foundation upon which, **together**, we work to eliminate the foregoing two findings, is that there **are** solutions to the problems of urban education, that they exist **now**, and that many of them exist in **New York City public schools.**

The final surprising outcome is also difficult to prove. It is that people, professionals and laity alike, are weary of confrontation over educational issues and want now to move on toward finding and implementing solutions. While the angry and divisive spirit of 1968 lingers in some quarters, most people are tired of the struggle not so much because they're satisfied with the way things are, but because they've found it to be counterproductive, especially for the children. If confrontation does indeed surface again it will not occur because there is a favorable climate for it in the attitudes of those concerned with the public schools. Thus, it seems to those of us who have been very much in the field this

year that now is a good time for policy-makers and practitioners to engage in cooperative collaborative activity in support of advancement on all segments of the educational front.

Purpose #2:

To help develop new models and new alternatives for learning and thereby provide parents and staff with a wider choice of learning programs.

In the beginning, when staff were first exploring good practices and programs, they found a common need among principals and directors of programs who were developing new models and new alternatives. That need was for communication, a connection among like-minded educators, and the need to prevent isolation that would undermine their chances of success. They felt they could share each other's problems and achievements, and could expand their ideas and avoid unnecessary pitfalls. After visiting a considerable number of exciting schools that were developing programs formed by a given coherent educational philosophy, and after hearing the repeated call for a mechanism of communication, staff developed the Beacon Light School principle set forth in **Design for Change.** Its purpose was to describe on-going program development and to establish strategies to strengthen and extend the direction already developed by those individual schools and their staffs. The real developmental work was begun and continued in the schools, and the contribution of the Learning Cooperative became the establishment of a network that would permit and elicit more systematic, productive communication among those schools.

So it happened that thirty such schools were identified (by themselves, by their district offices, or by others) on the "first cut" and were linked together to form a network of schools that were developing comprehensive educational programs. The network includes the schools headed by the principals who are participating in the Principals as Leaders program.

Each Beacon Light School is unique. Certain basic principles unite them and those principles are described in **Design for Change.** Part of the Learning Cooperative's assistance has been to make small incentive grants in support of the program each school is working to develop.

Beacon Light Schools are schools "in the process of becoming." None would claim to be, at this point in time, the "beacon light" by which other searching schools may find their way. All, however, are earnestly striving to become such schools. More power to them!

Most of the developmental work with reference to schools is naturally being done, as described above, by school people themselves with the Learning Cooperative performing a facilitating role. In the development of programs by which schools may be more consistently and more powerfully linked to the educational opportunities **outside** of schools, however, the Learning Cooperative had to take a more actively developmental role. To this end, Learning Cooperative staff have been working in two related ways: one is to develop linkage mechanisms in several areas; and the other is to strengthen existing centers that offer learning resources outside of school to public school students.

To develop linkage mechanisms five task forces were planned, in the areas of art, science, performing arts, urban resources and out-of-city resources. These task forces were not intended to be academic or theoretical groups, working in isolation, but rather to be actual program planners. In each case, they were to work with school districts, cultural institutions, federal agencies and other participants in the cooperative effort to develop the supporting material for the future creation of linkage programs by those school districts. This material would include a survey of the resources available in each of the five areas, the commitment of key people in social and cultural institutions to work with school districts, alternative models for the development of linkage programs, and the required budgetary implications of those models.

In three cases, the task forces were also charged with creating one working program, which could serve as a prototype for the development of related programs throughout the city. The science task force, created through the joint efforts of the Learning Cooperative, the Museums Collaborative and the National Park Service, was given the opportunity to use the top floor of Theodore Roosevelt's birthplace, a national monument under the direction of the Park Service. The task force was to work with school districts, museums, the Park Service itself and other groups to create this prototype science center to which schools throughout the city could send classes. The urban resources planning task force was given a similar opportunity with two National Park Service facilities in the lower Manhattan area—Federal Hall (the old Sub-Treasury Building) and Castle Clinton. Using these two facilities as a base, the task force will create a similar city-wide model, as a prototype for future district efforts. Finally, the art resources task force was created through the joint efforts of the Cooperative and the Museums Collaborative with the intention of working with one interested school district to create a prototype district center.

In addition to planning new models of this sort, the Learning Cooperative gave its support to other orga-

nizations which were developing new models. Among these are the Children's Art Caravan and the Showboat. The Children's Art Caravan was planned by Victor D'Amico as a mobile facility which could travel throughout the city to bring students and teachers new visual art experiences. The Cooperative assisted in planning the program and then organized meetings with school districts and with parent groups to explain the principles of the Caravan and to obtain commitments from districts for its implementation phase. The Museum of Modern Art, which was sponsoring the project, felt that these commitments would strengthen its efforts to raise the funds necessary to cover capital costs.

The Showboat is the world's first floating children's theater, developed through the collaborative efforts of the City of New York, City Center and the South Street Seaport Museum, and others. The Learning Cooperative participated in some of the planning and approved the use of its name as a project supporter. This was evidently of some importance in obtaining funds for this project.

The Learning Cooperative also assisted a number of existing programs which were already functioning as linkage programs. Typically, these were the programs which had been identified as being successful, and which were presented to the public at the Dissemination Conference. The Cooperative's assistance included small grants, of the sort that were given to Beacon Light Schools, meetings with community school districts, program planning discussions, and the sponsoring of funding proposals developed by the various programs.

In every case, these linkage programs are developing new models for learning and viable alternatives for participants. They, in connection with the Beacon Light schools, exemplify the new educational network defined by **Design for Change**.

Purpose #3:

To help create linkages among school districts, schools, individual teachers and groups of teachers, institutions of higher learning, and various other agencies and programs.

Several linkages or channels of communication have been established, and some of them have been alluded to above. The abiding goal in this effort is to link forward-looking institutions or individuals for specific programmatic goals, for cross-pollination of ideas and for productive sharing of experiences. When this is done efficiently its value cannot be over-estimated.

Among school districts channels of communication already exist in the Consultative Council of School Boards, regular meetings of the superintendents with the Chancellor and the meetings of the Association of Superintendents. None of these "regular channels" was used to the extent originally conceived. These meetings tend to focus on necessary but routine matters rather than on substantive educational issues.

As was indicated earlier, the Association of Superintendents established a Superintendents' Committee on the Learning Cooperative which met faithfully during the year, provided valuable advice, and carried out liaison work with superintendents. Given the fact that the superintendents were already overburdened with work related to their normal duties, we can only view with awe and a sense of gratitude their willingness to serve so faithfully and so well in this capacity.

Among schools and school principals the major channel for communication developed is the Beacon Light School Network described above. The morale as well as the programs in these schools have been supported by the salubrious effects of sharing not only achievements and ways to accomplish them but also problems and ways to solve them.

Among teachers and other professionals, both individually and as representatives of groups, communication was established in the ad hoc committees which addressed specific topics. There was one committee for each of the Dissemination Conference's main topics: reading, math., bilingual education, non-school routes to education, parent and community participation, alternative schools and human resource development (under the broad heading of which staff training is a major component). These diligent committees met for long hours, hammering out philosophic basics, where they are best demonstrated, and how most forcefully to present them. It was intended that these ad hoc committees not disband after the conference. Many of the members represented only their own ideas and their own work. But others represented districts, schools and associations. Some of the organizations represented are: The Elementary Principals' Association, The Harlem Parents' Union, the United Bronx Parents, The United Parents Association, The Association of Directors, The Puerto Rican Educators Association, The United Federation of Teachers, The New York Association of Black Educators, and The Council of Supervisors and Administrators.

Among students no far-flung constituency for communication existed. But one seriously concerned group which continued to meet enthusiastically was formed for the Dissemination Conference. The existence of this ad hoc committee of students is deeply germane to the Learning Cooperative mission. The support and contribution of students toward effecting positive change makes up the largest untapped reservoir of energy. Turning students on is a prerequisite to their benefiting from

better learning opportunities, as well as a resource for improving such opportunities.

As a side effect of the Rockefeller Foundation Grant in support of open education in New York City public schools, four training agencies were brought into close cooperation with each other as an extension of the cooperative relationships each had already formed with the schools or "pieces" of schools with which they had been working. These agencies are: The City College TTT Program; The City College Open Corridor Advisory Program; The City-University-sponsored Community Resources Institute; and The Creative Teaching Workshop. All four groups are conducting school-based training programs; all four have prototype teachers centers for off-site training activities; and all four, in meeting regularly with Learning Cooperative Staff, are sharing experiences with each other at new levels.

The link among the Learning Cooperative, the Bank Street College of Education and the Chase Manhattan Bank for the establishment of the Principals-as-Leaders program in which elementary school principals explore and develop leadership is another example. This program is unique in several ways, the most important of which is that while the "point of intervention" in the training program is the principal of the school, the "ultimate target" is the school itself. Thus, a new level of accountability is involved here. Each participant (including the college, the bank, and the Learning Cooperative, as well as the participating schools and their principals) expects to be a **learner** in the process. No one gets a "free ride" on this one!

It is obvious that among crucial lines of communication established, those in pursuit of funding are important. These links are described in detail under charge #5 below, indicating which agencies were coupled with which foundations and for what purposes. One unanticipated but highly beneficial consequence of Learning Cooperative associations with funding agencies, quite apart from the benefits accruing from the grants of money, has been the dynamic interaction at the level of ideas. In many cases this continuous and lively cross-fertilization of ideas was at least as important as the financial support given and gained.

Purpose #4:

To help construct new forms of staff development in the belief that the best programs are ultimately as good as their practitioners.

The Learning Cooperative has helped construct new forms of staff development by working in three ways. First, the Learning Cooperative staff have participated directly in the development of new forms which illustrate the principles which are appropriate to any comprehensive approach to instructional personnel development and training. The prime example of this level of involvement is the Principals-as-Leaders program. The principles illustrated include the following:

- A training program should have as its ultimate goal the changing of institutions as total organisms regardless of the "point of intervention" selected;
- The person, staff, or institution providing the training must be willing to accept accountability for its work in terms of that ultimate goal, thus mere certification of personnel is not sufficient;
- The training program is the mutual responsibility of the trainer and trainee, thus roles overlap as they interact;
- There must be maintenance of and continued work within a "reality situation" throughout the training period.

The second level of involvement is that of giving substantive support to good training efforts that are already in existence so that these may be strengthened and their benefits extended. Examples of this level of involvement include financial and other support for the open education advisory programs and the funding of certain school-based staff development efforts. Support of the programs at PS 3 Manhattan and PS 152 Brooklyn fall within the latter type of support effort.

At a third level of involvement the Learning Cooperative has brought to the attention of New Yorkers available training opportunities which are not widely known here. The Prospect School (Vermont) opportunity and the consulting group on the utilization of open spaces for improved learning and teaching (from California) are examples of this level of involvement.

The Learning Cooperative played a direct developmental and implementation role in the program called Developing the Role of the Elementary Principal as an Educational Leader (informally known as the Principals-as-Leaders Program), done under the leadership of the Bank Street College of Education and in collaboration with the Chase Manhattan Bank. This project, discussed briefly elsewhere in this report, has among its unique characteristics the goal of changing elementary sihools as total organizations by focusing on the principal as the educational leader. The program is to prove itself in terms of results that can be seen **in the schools of** the participating principals, **in the children** who attend these schools, and in the sense of satisfaction felt by all participants in these schools. Thus there is a built-in accountability factor. The three sponsoring groups are devoted to this challenge and recognize that training is not just a matter of course-taking

leading to the granting of a piece of paper which "certifies" a participant's ability. The ultimate success will be demonstrated by the satisfaction of each school's staff, students and parents.

The project is designed as an intensive two-year study program requiring participants to engage in research, analysis, field visits, program development and re-design efforts. It does not take the principal "off the job" and then try to create a "reality component" at the college or university. The principal remains as the head of his school maintaining a "reality base" to which he must apply the insights and knowledge gained. Each participant is required to develop an educational design and action program which is appropriate to his locality, his population and the resources available. The procedures he is to follow involve consultation and collaboration with all of those persons who are to be affected by the outcomes. This would include parents, students, teachers, paraprofessionals, assistant principals, as well as community members.

The basis of selection of participants was personal commitment and demonstrated desire to provide relevant educational programs. The participating schools represented a cross-section of our society in terms of geographical location, socio-economic level, ethnic population, size of school organizations and philosophical approaches to the learning process. Following are listed the participatory principals and schools:

Principal	School
Richard A. Anderson	Murray Avenue School Larchmont, New York
James I. Broughton	Edgemont School Montclair, New Jersey
Judith Dropkin	P.S. 87, District 11 Bronx
Walter Edge	C.S. 129, District 12 Bronx
Diana Sosa Fennessey	Early Learning Center #2 District 12, Bronx
Aclen B. Lewis	P.S. 112, District 11 Bronx
James J. Loughran	Hindley School Darien, Connecticut
Abraham Marcus	P.S. 138, District 17 Brooklyn
James H. Murphy	Mary J. Donohoe School Bayonne, New Jersey
Helen P. Sanchez	P.S. 155, District 23 Brooklyn
Ruth A. Simpson	Early Learning Center #1 District 12, Bronx
Tobias Sumner	C.S. 232, District 8 Bronx

The second major staff development program in which the Learning Cooperative has a major and on-going involvement is The Open Education Advisory Program. This program is designed to train advisors who will serve to assist teachers in their classroom who have chosen to work in the open education way. It should be remembered that there is no **one** model of open education and that much of what is involved in this learning process depends on the skill of the teacher to guide and direct his students as individuals. Therefore, the advisor-trainees work constantly in actual classrooms with teachers and children. They also attend seminar sessions with the training advisory leaders who are noted experts in open education. They include:

Dr. Lillian Weber, City College Advisory Service to Open Coridors
Dr. Vivian Windley, CCNY, TTT Advisory Program
Mr. Herb Mack & Ms. Ann Cook, City University, Community Resources Institute
Mr. Floyd Page, Creative Teaching Workshop

The grant received from the Rockefeller Foundation for this program has made possible including nine advisor-trainees this year who are working intensively in twelve schools and in turn training other advisors. The advisor-trainees also assist other schools that have requested their services on a part-time basis providing information and guidance. The built-in multiplier effect will make more advisors available to serve in the public schools.
schools.

The demand for training in open education is great and continues to grow. To have truly effective resutts requires developing in each participant abilities in using, planning, organization, learning-setting structuring, teacher enabling techniques and using information about available resources and materials. The Advisory groups are already providing for these needs in the participating schools. However, activities are being planned which will reach a larger audience over the final two and a half years of the foundation grant.

In addition to the two major staff development programs described above, The Learning Cooperative staff have also played a facilitating and supportive role in several other training programs. The Center for Understanding Media conducted a summer workshop to train teams of teachers from five schools in the educational use of media. Work on this program will continue during the fall and winter in the schools to which the teachers will return. Staff assisted in the planning of the program and in the selection of the participants. The program was funded by a grant from the New York Community Trust.

The Prospect School in Vermont conducted a five week summer workshop for administrators, teachers, and

community school personnel in open classroom techniques. Follow up during the fall and winter, conducted by the Creative Teachers Workshop, is planned. Learning Cooperative staff helped identify and select school personnel for the program, and provided funds for three-day sessions for district decision-making and administrative personnel who would be called upon to provide support for the program on a continuous basis.

Public School 152 in Brooklyn, where individualization of instruction in a humanistic setting is the guiding educational philosophy, was provided with initial materials and equipment to establish a school-based learning center in the British teachers centre mode. What was supplied had been developed for and used at the June 2-3 Dissemination Conference by the Creative Teaching Workshop. A Beacon Light School grant was also made to P.S. 152 which enabled the school to continue a staff development program with the Workshop staff serving as trainers and resource personnel.

The Learning Cooperative made a grant to Julia Richman High School for a mini-training program for staff. A member of that staff had come to the June 2-3 Conference and, among other things, was tremendously impressed by the evident good rapport between and among staff, students, parents, and community exemplified by the demonstrating group from C.S. 234 Bronx. Discussion about how this happened led to a request for a three-day training session with Dr. Gattegno for a cross-departmental group from Julia Richman. With the supporting request from the principal of the school and from Superintendent Boffman, the grant was made.

Public School 3 in Manhattan approached Learning Cooperative staff with program ideas which made it clear that a staff development program would be essential in effecting their school's design. After consultation and planning assistance, the school submitted a proposal to the Learning Cooperative and was given a grant to extend their planning for a school-based teacher center.

Youth Tutoring Youth, a program designed by the Commission on Resources for Youth, was chosen by the Commission to be implemented by Community District 9 in 1972-73. District 9 had already and on its own carried out such a program during the 1971-72 year. The Commission, desirous of developing an exemplary model to be replicated elsewhere, deemed it wise to build on an ongoing program in a setting where commitment to the philosophy of the program had already been demonstrated. Hence the selection of District 9. Learning Cooperative staff, with funding and other direct personal support from the Chancellor, were instrumental in assisting these two cooperating groups in preparing for the 1972-73 implementation of the program.

Finally, series of Events were held throughout the year which served as staff development activities on specific topics. One event, co-sponsored by the Office of Business and Administration, focused on zero-base or non-incremental program budgeting for school districts. Community Superintendents and their business managers participated and explored techniques for better using their budgetary resources to provide a stronger support system for their educational priorities and programs.

A series of workshops was held for some thirty-five heads of schools during which they explored, in depth, promising approaches to the solution of the reading problem in their schools. In each case, the chief architect of the program under study was present. The approaches presented included: The Cureton Approach, Dr. Caleb Gattegno's Words in Color, Behavorial Research Laboratories' Project Read, and the Community Resources Institute's Open Education Language Development approach.

A one day Event was held at the Burnside Manor School in Community District 10 to which all school districts were invited. The day was divided into two major parts; the first half introduced a consulting group from California that trains school staff to work in open-space schools, and the second half was a tour and discussion of the open-space school and program at Burnside Manor. As a result of the joint planning for this event, Community Districts 11 and 12 secured the services of the consulting firm to carry out a training program for the staffs of two new open-space schools in the Bronx. The stimulation provided by the Burnside Manor school and that training activity has spurred those who attended to investigate the possibilities of establishing similar schools in their own areas and to investigate alternative ways of preparing staffs to utilize the many new open-space schools and educational facilities that are about to open in various sections of the city.

Purpose #5:

To help attract various kinds of financial support in the belief that there are many agencies, institutions and individuals in the city who want to make a contribution to public education.

The question inevitably arises as to why a public education system which has nearly a two-billion-dollar tax-based budget seeks foundation and other private support for its program of educational redesign. There are several cogent reasons. First, foundations exist to accomplish a social purpose which is directly related to the improvement of the quality of life. It cannot be denied that the quality of public education bears directly on quality of public life. Clearly, the social mission of foundations is compatible with the social imperative of quality education. Participation in the educational reform effort outlined in this report provides one important opportunity for foundations and other participants in the private sector to fulfill a social purpose.

Second, the nature of and restrictions upon public funds make it difficult to use such funds for "thinking money" or "planning money" or "seed money" or "start-up-costs" money. Yet, these are vital types of money for they cover functions which make possible the expenditure of the vast amounts of "operational money," to which most public funds are applied, in more thoughtful, analytical, mindful, and effective ways.

Furthermore, "private dollars" are more "powerful dollars" in that they can pry up "public dollars" and make them usable in more flexible and less sluggish ways. Every "private dollar" as it is mixed with "public dollars" gains in value by geometric progression. Thus, participation in the effort herein outlined, makes it possible for foundations and others to spend their social-purpose-designated resources in a more powerful way.

The Board of Education, the Bureau of the Budget, and the Comptroller's office—none of these is truly ready to use "private dollars" in the powerful way indicated. Routine procedures, "rules and regulations," and "guidelines" have not yet caught up with the concept set forth above. For this reason, the Learning Cooperative solicited and received many grants but decided to receive most of these indirectly while we worked with the affected in-system agencies to revise guidelines to facilitate a freer, faster, and less complicated flow of private dollars to support the purposes for which they were solicited. The summary report which follows reflects this necessary (for the time being) decision. It also reflects cooperative efforts in the solicitation of funds. Finally, it reflects the value of having a comprehensive educational design and strategy (as set forth in **Design for Change**) as a rallying point for support.

Direct Grants

1. $50,000 (June, 1971) and $50,000 (June, 1972)—Rockefeller Brothers Fund.
   In general support of the Learning Cooperative.
2. $325,000—Rockefeller Foundation
   To be expended over a two to three year period for the purpose of advancing open education efforts in New York City public schools.
3. $30,000—New York Community Trust
   To support efforts to develop a district prototype for the utilization of out-of-city resources (especially campsites) for educational purposes.
4. $60,000—National Endowment for the Arts.
   To support the linkage program being developed with El Museo del Barrio, the Puerto Rican History and Culture Museum in Community School District 4. (The Learning Cooperative acted as a conduit for these funds.)
5. $15,000—Rockefeller Brothers Fund
   (Same purpose as no. 4, above.)
6. $10,000—Rockefeller Brothers Fund
   To support the school-based program of The Arts, Inc.

Indirect Funds

1. With Museums Collaborative
   1.1 $33,000—Fund for the City of New York
   To support the establishment of prototypes of district art resources centers.
   1.2 $23,000—New York Community Trust
   $23,000—National Park Service
   To support the establishment of a prototype science resources center.
   1.3 $80,000—National Endowment for the Arts and Humanities, the Noble Foundation, the Rockefeller Brothers Fund
   To support school-based work on the part of various community arts organizations.
2. With Bank Street College
   $250,000—Chase Manhattan Bank
   To support an executive development program focusing upon the elementary school principal as an educational leader. The Director of the Learning Cooperative participated in making the presentation before the executive committee of the Board of Trustees of the Bank. It was the first time in the history of the bank that a non-bank staff member had participated in such a presentation. (At the same time, she presented the case for support of the Satellite Academy program which was also funded as a result. The exact amount of money involved in that grant is not reported here since it is a high-school-office administered program.)
3. With the Center for Understanding Media
   $20,000—New York Community Trust
   To train teams of public school teachers in media-based educational techniques during the summer of 1972.

Grants Made in Partial Response to Learning Cooperative Advocacy

In the cases reported here, the agency involved took the initiatives and carried through the work needed to obtain the grant. The Learning Cooperative acted as an advocate and quasi-lobbyist and New York City teachers and public school children are direct beneficiaries.

1. $500,000 to State Education Department from U.S. Office of Education.
   To support a Career Education project in the New York City public schools.
2. From State Education Department to CCNY (Dr. Lillian Weber).

To establish an Open Education Advisory Center. (about $375,000).

3. From Ford Foundation to various New York City public school programs and to programs directly benefiting New York City public school teachers and pupils. (about $1,500,000).

In sum, the Learning Cooperative staff worked to get direct funding from outside sources and indirect funding for programs that both shape and follow **Design for Change**. And in addition, staff supported others seeking funding that would benefit New York City school children. The main point made by this successful solicitation is that foundations find that Learning Cooperative involvement in a project requesting funding to some degree insures that the project is part of a larger strategy that gives some hope of having genuine impact and long range value.

prospects for the future

Prospects For The Future

This part of the report will be written in the first person since it comprises the personal assessment of the director as to the work needed to be done during the second-year of operations.

When I accepted the directorship of the Learning Cooperative I did so on a one-year basis. Indeed, mine was a "special assignment of a community superintendent of schools as director," more or less "on loan" from District 12. As such, I was not on a leave of absence and I remained the superintendent of record in District 12 during the year's assignment. The intention was for me to carry out the following functions during that year:

- To establish one Learning Cooperative, having a revised definition of functions as compared with the conception put forward for five cooperatives in the 1970-71 budget request,
- To work to carry out as many of the Chancellor's charges of September 9 as possible and to as great a degree as possible,
- In doing both of the above, to seek to keep alive the learning cooperative idea in the hope that some progress could be made on the educational front under decentralization despite the severe budget crunch, and in the hope that a more favorable economic and politcal climate a year hence might make possible a fuller, geographically more widespread, and altogether more comprehensive application of the concept.
- And, finally, to test out the general feasibility of the Learning Cooperative idea.

Toward the end of the year, there was a strong pull in the direction of returning to my district, to the work there which I valued highly, and to the people there whom I admire, respect and love. However, to do so would have meant cutting off the work of the Learning Cooperative in mid-sentence. Yet, to have remained as community superintendent of record in the district for a second year would have denied the district the stable, continuous, and strong leadership it required and deserved. Once again, with the kind and generous consideration of the District 12 Community School Board, I decided to resign as community superintendent, effective in September, 1972, to resume my previous title and collateral rank of assistant superintendent, and to continue to direct the Learning Cooperative for a second year.

The first year of operations of the Learning Cooperative was divided into two parts of roughly half year each. The first "half" extended from the end of October to about the end of January. It consisted largely of:

- defining the nature of the Cooperative and the role of the staff;
- determining where we were (e.g. surveying exemplary programs identified by the districts);
- gathering ideas on programs and projects as a broad spectrum of people both inside the system and outside the system brought them to our attention, and hearing, again from a broad range of sources, ideas as to where we ought to be going and how we ought to get there;
- determining a direction for our work and identifying a strategy by which to travel the indicated route.

This "half" of the year's work was consolidated by the writing of **Design for Change.**

The second "half" of the year consisted of carrying out activities which **began** to implement the program and strategy suggested by the **Design** and of sharing with all concerned, through the June 2-3 Dissemination Conference, what had been accomplished up to that time.

All together, 145 days had been devoted to the total enterprise described above, with about 83 of those days being devoted to the developmental work which was the prime focus of the February through May period. That is not enough time to test out any idea, hence my decision to go on for a second year.

A Projection for the Second Year's Work

It is my estimation that the second year's work, this time beginning in September rather than the latter part of October, is also likely to fall into two "halves." The first, probably lasting from September to January, will consist of consolidating last spring's developmental work by implementing the plans set in motion at that time. For example, we worked last year to develop an Open Education Advisory Program. The planning and developmental work led to a foundation proposal which was funded in April, 1972. From that time to the end of the academic year we worked with the training agencies and with district personnel to reshape the plans drawn up in the first developmental phase to fit the actual terms and conditions of the grant. In the fall of the new academic year we must attend to a thousand and one details so that what appears on the drawing board may come to life in our schools and at the participating training sites. Such mundane but necessary tasks as the following must be carried out:

- Writing and getting approved a Board of Education resolution accepting the grant;
- Establishing and carrying out fiscal procedures for managing the grant;
- Schedualizing and monitoring the ensuing budget;
- Working out personnel procedures, tailored to the individual personnel status of each of the teachers who is to become an advisor-trainee.

The same kind of time-consuming, detailed, but necessary work must be done to implement each of the programs planned and initially developed last spring. These include:

- Development of the Beacon Light School Network (including the management of mini-grants awarded to such schools).
- Development of the Science Resources program to a point where the "task force" planning activity is converted into an operating prototype model by February, 1973. (This is the one linkage center project for which fortuitous circumstances made detailed planning last spring possible and, therefore, the prognosis for a fairly early opening of an operating center is good.)
- Developmental work on a prototype district art resources center, leading to the writing of a proposal which was funded, was accomplished last spring, but actual work on the project, including the selection of a participating district and of staff, must await the fall.
- Developmental work on an urban resources linkage project, with lower Manhattan being the site of the initial program to be developed, also will have to await the fall. A funding commitment for this was obtained in June and a director was appointed. However, actual funding and ensuing implementation will begin in the fall.
- Development of the out-of-city resources program, using campsites as teaching-learning settings, the proposal for which has received a funding commitment. Developmental work beyond that is not likely to occur until early- or mid-winter.
- Exploration of opportunities for linkages between the schools and performing arts resources. A small amount of money, really only enough to engage a coordinator, has been made available for this and a coordinator has been selected, but all other developmental work in this area awaits the fall.
- Development of a system for monitoring programs funded by other grants made either to the Learning Cooperative directly or through a cooperative relationship between the Learning Cooperative and another agency such as the Museums Collaborative. Most of these grants are to school- or district-based arts or multi-purpose educational centers (such as District 4's El Museo del Barrio, District 8's Kelly Street Brownstone, District 12's Heritage Museum and Educational Center, District 19's Art Resources Center), or to community arts groups for the purpose of extending and enhancing their work with public school children (e.g., The Children's Art Carnival; Arts, Inc; The Upper Manhattan Artists Cooperative; The Children's Art Workshop).

A second category of consolidation and completion work to be done in the first "half" of the year (and, for some work, extending into the second "half") is the completion of tasks flowing from the June 2-3 Conference. this work is of two types—both of which have a dissemination-of-information purpose. The first type is one we've called "information kits" on each of the major conference themes for which some good models are in existence **now** (e.g., in reading, mathematics, bilingual education, alternative schools and programs, and in alternative non-school routes to education). The second type is audio-visual, the work involved consisting largely of editing the extraordinarily large amount of video tape shot at the conference. In both cases, we greatly underestimated the amount of time, money, and personnel it would take to complete these two categories of tasks, but complete them we will.

A third category of second-year work will be begun sometime during the first "half" of the year but will flow more heavily into the second "half." The tasks, here, may be thought of as supplying the other components needed to round out the work plan of the Learning Cooperative. They include:

- Assisting in the planning and developmental work required by which a comprehensive staff development and training program may be mounted within the context of developing all of the human resources needed to devise, carry out, and maintain programs of educational change, reform, and improvement. (Chief Collaborator: The Office of Personnel).
- Assisting in the planning and developmental work required by which an educational information and feedback system may be devised and implemented so that prepared personnel working in well-designed programs may discover, "in real time," how things are going so that they may make timely and accurate mid-course corrections. Another goal to be served is to provide more meaningful public information about results ensuing from our work, given in terms the public can both understand and trust. (Chief Collaborators: The Office of Educational Research and the Office of Information Services).
- Assisting in the planning and developmental work required by which educators and concerned laymen may learn better how to handle whatever budget allocation is ultimately made in such a way as to get the greatest educational result from the monetary investment, using a zero-base or non-incremental planning, programming, and budgeting approach. (Chief Collaborator: The Office of Business and Administration).

Clearly, the educational network envisioned by **Design for Change** and now being brought into being in a number of places in the districts via the Beacon Light Schools Network and the Linkage Programs requires these three support efforts: personnel training, educational informa-

tion and feedback, and cost-effectiveness budget management. Equally clearly, the initiatives in these support areas must be taken by the offices indicated, in collaboration with the districts. In each case, the Learning Cooperative' staff expect to play the role of the catalyst, their intended function.

Finally, in preparation for the second annual report, an assessment will be made of the Learning Cooperative concept, based upon the cumulative experience of the first two years. In this regard, I shall try to work with all others to solve or ameliorate the problems which have surfaced with respect to the feasibility of the concept. In addition to this and the other second-year tasks outlined earlier, the Learning Cooperative staff and the cooperating groups which it serves will continue both developmental and implementation work in any areas toward which our search for new and better ways to serve the children and their communities leads us.

a concluding word

A Concluding Word

Let us remind ourselves of two fundamental truths. First, the idea of free public education of high quality available to **all**, (regardless of race, creed, color, socio-economic status, national origin, or ethnic identification) is the major original idea the United States of America has contributed to the world. Not the concept of democracy; that idea came from the ancient Greeks. Not the concept of freedom; that idea is deeply rooted in antiquity. No, it is this extraordinary conception of universally-available free public education of high quality that is our county's unique contribution to the world. In that sense, it is this idea which uniquely defines us as a people. Second, the quality of public education offered is directly related to the quality of life available to all of us. Thus, in the same way that citizen participation and commitment is necessary to maintain a high qualitative level in other social areas which together establish the quality of our lives (e.g., the physical and ecological environment, the arts, public health and safety, government, social welfare), so citizen participation and commitment is a **sine qua non** for high quality public education.

Given these two truths, how can we, as a people, give up on public school education? How can we treat it carelessly, especially when a large part of the rest of the world is trying to adopt and implement this concept of ours? As we lessen our commitment to and support for public education, as we fail to see to it that it lives up to its promise, as we neglect it, attack it unremittingly, and allow it to slip into disrepute, serving primarily the poor, the socially powerless, and the discriminated against—as we do all of this, we must recognize that we are diminishing ourselves as a people.

New York City has a long and honorable tradition of providing the very best in public education, which has served to bring into the mainstream of American life each successive wave of immigrants and of in-migrants. As times and the needs of constituents required, New York City has made the called-for fundamental changes in the public school system. (Consolidation in 1898 is just one example.) Decentralization is the latest change in a long history of adjustments needed for better meeting the fundamental goals of public education. In that context, it must be recognized that whatever are the current malfunctions of decentralization, the basic premise behind this latest fundamental change in school system organization is both right and good.

Unfortunately, this rudimentary change in school system organization has come at a time when the confluence of other factors complicate a situation which would otherwise be relatively straightforward. These include the following:

- Indications of massive educational failure by the children of ethnic and social class groups who are at the "bottom" of this country's subtle but extant caste and class systems.
- A general diminuation of the public's faith in the efficacy of education as an agent for social change and improvement. (Dissatisfaction with "schooling" is very evident in the public school clientele of whatever socio-economic class, but private schools and colleges and universities are not exempt from this disabusement either.)
- A general cut-back, at every level (local, state, and federal government on the one hand and private sources of support including foundations, on the other) in finances for education generally and for public education in particular.
- An inflationary situation in which, whatever dollars are made available for education, monetary value steadily declines.

As a consequence of the confluence of these and other factors, decentralization is often "blamed" for failures which, even if so, have no causal source in the decentralization concept. Still, there is a steady stream of reportage on educational failure in all categories of the media, especially with respect to the public schools in a decentralized school system. This steady, continuous, and almost unremitting stream of chronicles of educational failure, with special emphasis on such failure in the public sector, has had and is having unanticipated consequences which are both dangerous and destructive.

Let it be made absolutely clear, before going forward with the argumentation under way, that to the extent such chronicles of failure have led to new and more careful analyses, to new and more useful evaluations, to new and more appropriate solutions, they have had a salutary effect, often leading to a necessary and healthful result. Many people, professional educators and a great many others included, have used, and are using, such chronicles for the healthy purposes suggested. They are searching for, devising, and carrying out needed educational reform and renewal. **That's good.**

There have been, however, other consequences of this continuous and unrelenting stream of tales of educational failure which are both dangerous and destructive. One consequence has been to lead some people to give up on public education. The alternatives being espoused will, indeed, create elitist institutions on the one hand and "schools of last resort" on the other. The destructive consequences of such a long-range outcome have already been alluded to above.

Right now, today, two other dangerously destructive, though unanticipated, consequences are ocurring. First, the perception of public education as being pervasively failure-ridden has, in a curious way, made such failure legitimate. As long as "the word" is that the public

schools are failing, there is no reason for any one of them to try to succeed. Indeed, when "the word" is that no one has a solution to public school problems, we legitimate the right of practitioners to state that no solutions are possible and to behave as if such a statement were quite accurate. In short, the failure syndrome tends to legitimate failure. Second, and as a natural corollary of the first, there has developed on the part of some people a vested interest in school failure. Whole industries are being built on the anticipation and expectation that masses of children will fail at school. It is to the advantage of such industries that large numbers of children fail. Some professional writers' only means of support is the reporting of school failure. Whatever will the exposé writers do for a living if children succeed in school? Even now, it is almost impossible to interest education journalists in news stories about educational success. Finally, and perhaps worst of all, there has developed among many professional educators a psychological dependence on children's failure. When one is getting poor results from the children he serves, he is psychologically nourished by news of other people's failure with similar clients. Indeed, he is prone to become psychologically dependent on that failure to reassure himself that whatever the cause of the failure it cannot be laid at his doorstep. This is true, by the way, not only of some individual professionals, but also of some entire educational institutions.

Thus, as a consequence of all of the above, THE MOST IMPORTANT THING THAT HAS TO BE DONE IN ORDER TO RE-CREATE EXCELLENCE IN PUBLIC EDUCATION TODAY IS TO MAKE EDUCATIONAL FAILURE ILLEGITMATE. The best ways to do that are: to show that some have succeeded in exactly the same kinds of circumstances in which others claim that only failure can prevail; to show that **there are indeed solutions** to the problems of urban public education, that some of these exist **now**, and that many of them exist **in New York City public schools.**

The two points made immediately above define the basic mission and the chief strategy of The Learning Cooperative of the Board of Education of the City of New York: the mission is to recreate educational excellence by making educational failure illegitimate; the strategy is to demonstrate that **there are some solutions**, that they exist **now**, and that many exist **in New York city public schools.**

Design for Change is a consensus document which presents a development of this mission and of the strategy by which the mission may be accomplished. It defines the educational system we seek as one consisting of a network of schools or centers of general learning on the one hand and of a network of broadly educational opportunities which exist in the city outside such schools and centers on the other hand. It posits that in order to function with maximum effectiveness and in order to have maximum educational impact, these two dynamically interacting networks which together form the educational system, require three support systems. These are:

1. **Adequate human resources**

- Adequate and appropriately trained and used human resources. There is a need for reassessment of the kinds and categories of personnel needed. For all such kinds and categories there is a need for comprehensive and continuous development and training programs. It is clear that as we redefine what education is we are also redefining the roles of participants in the process. Such redefinition requires that we find ways to help participants understand the implications of such role redefinition and to help them acquire the abilities, techniques, and behaviors needed to perform such roles deftly and with a certain degree of artistry.

2. **Adequate financial resources**

- Adequate and appropriately used financial resources. A decent financial support base for education is absolutely essential. Let not the cult-of-efficiency demagogues mislead us about that. Beyond that, there is a need for a budget and fiscal management effort which is directly and visibly related to right-minded educational priorities and which insures the greatest possible return on our investment in education.

3. **Information System**

- An educational information and feedback system which supports continuous evaluation, mid-course correction, and other decision-making activities.

Such a mission and such a strategy can be mounted and carried out best through cooperative and collaborative action by caring and activated individuals and groups in "the system" and in the public and private sectors. The individuals and groups just referred to make up "The Learning Cooperative." The personnel located at the Learning Cooperative's headquarters provide staff support to the efforts of such individuals and groups. The collaborative efforts of such individuals and groups deserve widespread support—psychological, financial, other—in the interest of reasserting and strengthening anew the first principles upon which American public education was established.

In sum, then, the Learning Cooperative, in definitional concept, in mission, and in strategy, represents a real and present hope for today's needs in New York City public education. To realize for the future the full potential that is clearly within our grasp, many problems must be addressed and solved. The promise is worth the cost. Our children, our city, our faith in and dedication to fundamental American ideals require—nay, demand—that the promise be fulfilled. Let us not fail!

acknowledgements

with

many thanks
muchas gracias
tack så myckyet
mille grazie
köszönöm szépen
merci beaucoup
danke schön
dziękuje bardzo
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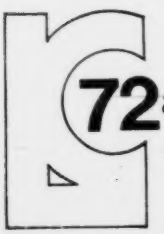

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Ad Hoc Committee on Reading

Douglas Barnard	Consultant, Behavioral Research Laboratories
J.R. Block	Executive Vice-President, I.T.A. Foundation
Audrey Branch	Head Consultant, Behavioral Research Laboratories
Lucille Carlin	Reading Consultant, District 21
Carolyn Clark	Early Childhood Coordinator, P.S. 29, District 7
Anita Dore	Assistant Director, Bureau of English, Board of Education
Mira Erickson	Director, Language School, Educational Solutions
Vivian Garnan	Director, Reading Skills Center, District 4
Eileen Garsmon Tanania	Head Consultant, Behavioral Research Laboratories
Caleb Gattegno	President, Educational Solutions, Inc.
Leonard Jayson	Supervisor, Distar Program District 16
Theodore Marshall	Cureton Consultant to District 9
Joyce Revenson	Assistant to the Director, I.T.A. Foundation
Ronald Tilbor	Distar Program, District 16
Thomas Zuck	Project Plan

Ad Hoc Committee on Mathematics

Robert B. Davis	Professor of Mathematics and Education Syracuse University
Charlotte Frank	Mathematics Coordinator, District 12
Louise Gemake	Mathematics Coordinator, District 4
Blanche Gladstone	Supervisor, Non-Public School Program in Corrective Mathematics, Bureau of Mathematics
George Grossman	Director, Bureau of Mathematics
Rose Grossman	Visiting Professor, College of Mt. St. Vincent
Michael Import	Mathematics Coordinator, District 23
Steven Schulman	Mathematics Coordinator, District 18
Lucille Stovell	Director of Non-public School Programs in Corrective Mathematics, Bureau of Mathematics

Miguel Suarez	Coordinator, Computer Managed Instruction Program (CMI), District 12
Mary Teshara	Mathematics Coordinator, District 7
Frank Wohlfort	Assistant Director, Bureau of Mathematics

Presentation—C.S. 129-234 Team (Dist. 12)

Walter Edge	Principal, C.S. 129
Caleb Gattegno	President, Educational Solutions Consultant to C.S. 129-234
Delora Hercules	Principal, C.S. 129-234
Eloise Krause	President, C.S.B., Dist. 12
Felton Lewis	Community Superintendent, Dist. 12
Peter Negroni	Principal, C.S. 234
Adrea Reher	C.S. 234

Ad Hoc Committee on Bilingual Education

Hernan LaFontaine	Principal, P.S. 25, District 7
Awilda Orta	Director, Bilingual Mini School J.H.S. 45, District 4
Blanca Ortiz	Director, N.Y.C. Bilingual Consortium, Project Best
Carmen Perez (Chairperson)	Director, Title VII, Bilingual Program, District 13
Carmen Rivera	Principal, C.S. 211, District 12
Luis Rivera	Director, Escuela Infantil, District 4

Ad Hoc Committee on Staff Development

Ann Cook	Co-Director, Community Resources Institute
Sandra Feldman	Executive Assistant, United Federation of Teachers
Olive Franks	Assistant Principal Assigned, Office of Personnel, Board of Education
Ray Frankel	Chairperson, QuEST Committee United Federation of Teachers
Herbert Mack	Co-Director, Community Resources Institute
Herbert Magdison	QuEst Committee, United Federation of Teachers
Floyd Page	Director, Creative Teaching Workshop
Julius Warshaw	Chairman of Committee on Innovation, Elementary School Principals Association Principal, P.S. 114, Brooklyn

Lillian Weber	Director, City College Advisory Service to Open Corridors
James Wiley	Director, The Teachers, Inc.
Vivian Windley	Director, Training Teachers of Teachers Program (TTT), City College

Ad Hoc Committee on Alternative Schools and Programs

Melanie Baron	Director, Joan of Arc Mini-School, District 3
Dianne Boasch	Lorillard School
Eileen Cave	Assistant Principal, P.S. 21, District 11
Florence Cherry	Co-Director, Joan of Arc Mini-School, District 3
Richard Downey	Director, Clinton Program, District 2
Walter Edge	Principal, C.S. 129, District 12
Diane Fennessy	Principal, Early Learning Center #2, District 12
Douglas Fleming	Staff Associate, Operation Broadjump
Charles Frederick	Staff Associate, Operation Broadjump
Carol Harris	Head of School, The Block School, District 18
Marjorie Henderson	Title I Coordinator, District 6
Delora Hercules	Principal, C.S. 129-234, District 12
Earl Kurtz	Principal, C.S. 92, District 12
Judy Macauly	East Harlem Block School
Jill Marshall	LEAP School
John Melser	Principal, P.S. 3, District 2
Meryl Natelli	Assistant Principal, C.S. 234, Dist. 12
Beth Meyerberg	Discovery Room for Children
Peter Negroni	Principal, C.S. 234, District 12
George Richmond	Consultant to P.S. 126, District 2
Carol Russo	Principal, P.S. 31, District 7
Herbert Shapiro	Principal, P.S. 152, District 22
Ruth Simpson	Principal, Early Learning Center #1, District 12
Frederick Watson	Director, Childrens Community Workshop School, District 3

Ad Hoc Committee on Non-School Routes to Education

Leroy Brathwaite	Co-Director, Children's Art Workshop
David Corchado	Co-Director, Children's Art Workshop
Victor D'Amico	Museum of Modern Art
Priscilla Dunhill	Associate Director, Museums Collaborative
Patricia Fortino	Guggenheim Museum
Emily Dennis Harvey	Director, Museums Collaborative
David Hodges	Director, Heritage Museum, District 12
Edward Jefferies	Director, Community Education Center, District 12
Nancy Kitchel	Co-Director, ARTS, Inc.
Philip Lopate	Teachers and Writers Collaborative
Joan Sandler	Museums Collaborative
Mary Scherbatskoy	Co-Director, ARTS, Inc.
Betty Blayton Taylor	Director, Children's Art Carnival
Lynn Tiefenbacher	Co-Director, Children's Art Workshop
Martha Vega (Chairperson)	Director, El Museo del Barrio
Philip Yenawine	Director of High School Programs Metropolitan Museum of Art

Conference Participants on Creative Use of Found Space

Luther Blake	Assistant to State Senator Waldaba Stewart
August Gold	Administrator, Office of School Planning and Research, Board of Education
Harold Gores	President, Educational Facilities Laboratory
Della Lee	Principal, Burnside Manor School, District 10
Marion Pasnik	Office of School Planning and Research, Board of Education
Portia Waldon	Senior Planner, Educational and Social Planning, City Planning Commission
Janice Weinman	Office of School Planning and Research, Board of Education
Theodore Wiesenthal	Community Superintendent, District 10

Ad Hoc Committee on Parent and Community Participation

Victoria Martinez	United Bronx Parents
Mattie Faulk	Assistant Coordinator, United Bronx Parents
Lois Bonfiglio	Parent, P.S. 3, District 2

Hannah Brockington, Co-Chairperson	Harlem Parents Union
Babette Edwards, Co-Chairperson	Harlem Parents Union
Susan Egan	Committee on Community Schools
Betty Felton	Field Representative, United Parents Association
Patricia Flynn	Parent, P.S. 3, District 2
Willie N. Henry	Harlem Parents Union
Selma Covitz	Director, United Parents Association
Victoria Martinez	Director, Boston Road Branch, United Bronx Parents
Sr. Grace Troisi,	Co-Chairperson
Marion White	Educational Director, United Parents Association
Lenora Engle	Chairperson, elementary school, United Parents Association
Helen Henkin	Committee Coordinator, United Parents Association

Implications of This Conference for Policy and Action

Louise Barkin	Member, Community School Board, District 18
Murry Bergtraum	Vice-President, Board of Education
Ralph Brande	Community Superintendent, District 22
Dennis Coleman	Vice-President, New York City School Boards Association Community School Board District 8
Andrew Donaldson	Community Superintendent, District 9
Harvey Garner	Community Superintendent, District 18
Gary Heckelman	Student Ad Hoc Committee
Eloise Krause	President, Community School Board, District 12
Felton Lewis	Community Superintendent, District 12
James Phelan	President, Community School Board 8
Sophie Price (represented by Mr. Phelan)	President, N.Y.C. School Boards Assoc. Member, Community School Board 28
Isaiah Robinson	President, Board of Education
Harvey Scribner	Chancellor, Board of Education
Russell Sharpe	Student Ad Hoc Committee
Theodore Wiesenthal	Community Superintendent, District 10

Ad Hoc Committee of Students
In Support of the Learning Cooperative

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Doris Diaz	Canarsie High School
Betty Leong	Seward Park High School
Gary Heckelman	Sheepshead Bay High School
Oswalt Heymann	Sheepshead Bay High School
David Hilton	Wingate High School
Ruth Jacobowitz	Canarsie High School
Gloria Kondrup	Canarsie High School
Wilfredo Nin	Bushwick High School
Mindy Rosenzweig	Erasmus High School
Wayne Ryan	Canarsie High School
Russell Sharpe	Erasmus High School
Andrea Telesford	Wingate High School

* Steering Committee for Continued Action
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Oswalt Heymann, (now of New York University)

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Morris Freedman	Assistant Director, Bureau of Audio Visual Instruction
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appendix: design for change

SPECIAL SUPPLEMENT

The Public Schools of New York City
STAFF BULLETIN

MAY 15, 1972

DESIGN FOR CHANGE

How forward-thinking public educators and collaborators, through Learning Cooperative, are changing the shape and direction of NYC education

City-Wide Dissemination Conference

"We're Into SOLUTIONS for Education in New York City"

Sponsored by the Community School Districts of New York City

June 2-3

Teachers College, Columbia University
Hours: 9 a.m. to 5 p.m.

Themes

I. THE READING PROBLEM HAS BEEN SOLVED:
Why Not Solve It Where You Are?

II. THE MATHEMATICS PROBLEM HAS BEEN SOLVED:
Why Not Solve It Where You Are?

III. BILINGUAL EDUCATION IS EFFECTIVE:
Why Not Effect It Where You Are?

IV. TRAINED PEOPLE MAKE PROGRAMS WORK:
Why Not Create Good Programs Where You Are?

V. THERE ARE ALTERNATIVE SCHOOLS THAT WORK:
Why Not Create Them Where You Are?

VI. SCHOOLING IS IMPORTANT BUT NON-SCHOOL ROUTES TO EDUCATION ARE VALID, TOO:
Why Not Provide Them Where You Are?

VII. CREATIVE SCHOOL SPACE CAN BE BUILT WITHOUT SPENDING 10 YEARS AND $10 MILLION:
Why Not Do It Where You Are?

VIII. PARENT AND COMMUNITY PARTICIPATION CAN BE MORE THAN 'CAKE SALES':
Why Not Create Effective Models Where You Are?

IX. SOLUTIONS RESULT FROM POLICY AND ACTION BY THE BOARD OF EDUCATION, COMMUNITY SCHOOL BOARDS AND FUNDING AGENCIES:

Why not make those policies and take those actions by which solutions may be put into effect and through which confidence in the schools may be restored?

Note: Admission cards for community school district personnel, including parent and community groups, will be issued through district offices. A limited number of cards for students of education and interested citizens may be obtained at the Learning Cooperative, 475 Riverside Drive, (at 120th Street), New York, N. Y. 10027.

ANY PLAN for education redesign is shaped in a crucial way by the ultimate goal to be attained. In words restricted by the inherent imprecision of our language, the goal of education today in New York City and elsewhere may be stated as follows:

To enable youth to function effectively in and to contribute thoughtfully and creatively to present and future society with a satisfactory degree of success, with a commitment to human and humane values, and with the realization of personal satisfaction and contentment.

Implicit in this statement of purpose is the recognition of the pervasiveness of change in our time. We live in an age of discontinuities, one in which the one thing of which we may be absolutely certain is uncertainty. Consequently, one of the most important abilities modern man must cultivate is the ability to handle change and uncertainty while maintaining some degree of personal stability, contentment and even serenity. Also implicit in this statement of purpose is the humanistic foundation of education. Together, these two elements define the mission of contemporary and future education. It is to these ends that we set about the task of redesigning public education in New York City for the 70's and beyond.

SCHOOL SYSTEM REDEFINED

The institution we now call "school" clearly cannot achieve the fundamental goal by itself. That goal can be achieved only by the joint and collective action of all the life-giving and life-enriching social institutions—the family, governmental institutions, religious and social welfare organizations, cultural, business and commercial enterprises. Consequently, a basic requirement of a new design is that it must describe not a "school system," but an "educational system." The latter conception suggests that whatever it is that we define as education can be achieved only through a network of interacting social systems and institutions of which the "school" is one part. Thus *network* is a key concept of the new model we are building.

Second, our design posits that education is a process, not merely an acquisition—whether that acquisition be of knowledges and skills or of course credits and diplomas. It is the process by which a person learns and develops the requisite knowledges, understandings and skills for life in contemporary and future society. Consequently, it is not bound by the strictures of a particular locus, such as a school; nor by a particular block of time, such as the nine-to-three period of the day or the September-through-June part of the year; nor by a particular segment of a total life span, such as encompasses ages five to twenty-one. Thus, *process* is another key concept of our new model.

Third, our design rests upon the conviction that choice, alternative, option—whichever word carries the strongest meaning—is an essential ingredient if the individual is to use maximally the range of opportunities available to him by the newly conceived educational system. Each participant must have maximum choice—choice as to learning objective, choice as to learning environment, choice as to learning style.

Thus, the new educational system we design rests upon a redefinition of education in which *process* operates

The Learning Cooperative: How We Can Make It Work

The Learning Cooperative was born out of a profound belief in school decentralization as a vehicle for change and improvement in the quality and results of public education in New York City. Conceived by Chancellor Scribner, the Learning Cooperative's germinal idea is that through cooperative and collaborative effort, those who have pieces of solutions to the problem of urban education can put those pieces together, pool their knowledge and talents, and "get it all together" for the ultimate good of our children and youth, especially those served by community school districts.

Organizationally, then, the Cooperative is an arm of the Office of Chancellor. Physically, it is located apart from central headquarters. Psychologically, it is identified with "the field." Functionally, it serves to assist the cooperating groups to recreate excellence in the city's public schools.

It is carrying out its mission by (1) acting as "marriage broker" between and among individuals and groups who, when linked together, can achieve positively (projects involving the joint effort of school people, foundations, businesses, museums, etc., currently are in progress); (2) assisting in the development of alternative educational models (various components described in this Special Supplement are being brought into being now); (3) gathering and disseminating education information, not so much for public relations purposes as for purposes of moving people to adopt solutions which others have found to work, and (4) obtaining additional financial support from both private and government sources in order to obtain "thinking money," "planning money" and "gearing-up-new-systems money" (more than $2,000,000 already has been obtained). The idea, you see, really works!

Design for Change represents the kind of education that is being brought into being by a small but growing group of educational reformers working with the Cooperative. It is not a finished document, for many of its ideas are in the formative or developmental stages. Nevertheless, it is the framework within which Cooperative programs and projects are being designed and implemented.

Thus, despite the almost universally discouraging news about New York City education reported by the news media, despite severely eroded public trust in public education, despite the dire predictions of the prophets of doom, there is emerging strong support for the ideas contained in *Design for Change* and in the collaborative effort to bring those ideas to life through the catalytic mechanism of the Learning Cooperative.

You can help the Cooperative do its work, for you are one of the potential collaborators. Some of the things you can do are read, discuss and send us reactions to *Design for Change;* be a scout for successful educational practices and tell us about them so that we can tell others (especially do we need film stories about successful schools and programs); come to our Dissemination Conference on June 2-3; and, finally, do all in your power wherever you are to help the decentralization idea deliver to our children and youth what we owe them.

EDYTHE J. GAINES,
Community Superintendent
Director

through a *network* mediated by individual *choice* among a broad range of *opportunities.*

EDUCATION REDEFINED

The new design looks to restructure the public education system in new and profound ways. Its purpose is not merely to alter some of the content of education, nor merely to modify curriculum, nor merely to develop new demonstration projects, nor merely to saturate a limited number of classrooms or schools with human and fiscal resources. *Instead its express intent is to redefine what education is,* and thereby to redefine the contexts and environments in which education takes place and redefine the roles of all participants (students, staff, parents, community) in the educative process. Underlying all is the assumption that the overriding responsibility of a public education system is to be accountable to the public by satisfying the needs of its student-clients, and the legitimate demands of its parent-consumers.

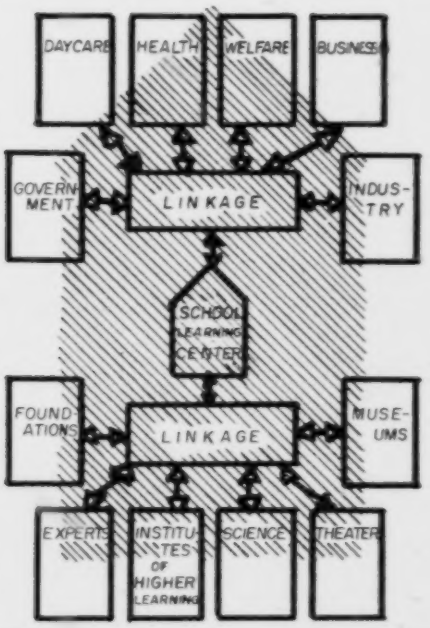
The kind of education we seek assumes that: (1) what is learned is more important than what is taught; (2) students can help each other learn and in doing so help themselves; (3) students learn not only in school but elsewhere and that what is learned elsewhere is worth "counting" in school; (4) a student's ability to learn is conditioned as much by the way a school is run—by the school's atmospherics and organizational climate—as by educational programs offered; (5) learning is best when it occurs as a result of one's own initiative and when it generates a desire for further learning; (6) the skills and attitudes of teachers, supervisors, administrators and other adults are crucial determinants of the quality of educational programs; (7) a good learning environment provides opportunity for growth and self-actualization for all participants, including adults. Above all, the education we seek should be heuristic rather than prescriptive and it should make available to all participants the broadest possible spectrum of choice—choice as to learning objective, learning environment, and learning style.

All of these premises are fundamental to the new educational design. They are basic to each of the proposals we shall make subsequently. They constitute the thread which weaves the individual elements of the plan into a comprehensive fabric.

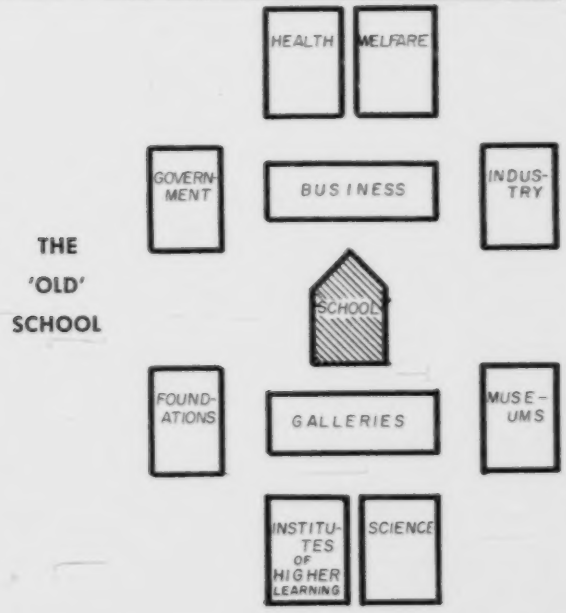
THE NEW DESIGN REPRESENTED

Given the stress on process rather than on structures or organizational patterns in the preceding description, it is difficult to describe representationally the new educational system without appearing to deny or contradict our basic premises. With a recognition of that risk, herewith is a description of the new design.

The new educational system is a network of interrelated and interacting component parts of which the core school is a key part. The core school is one in which a pupil is enrolled and accounted for, where he spends a significant amount of time, where he is assisted with "brokering" the other parts of the educational network, and where he is provided with certain foundational learning (e.g., basic literacy). We see three types of core schools: transformed



THE 'NEW' SCHOOL



THE 'OLD' SCHOOL

existing schools; new schools which have been designed along the lines of the new concepts herein described, and "satellite" schools which are located in non-school-building settings. All are to be "alternative schools" since all are expected, in our conception of the new educational system, to:

—recognize that *no* school can provide all of the educative experiences needed to develop the whole man, and therefore all will see themselves as uniquely different members of a free-choice educational network;

—recognize that there is no one best route to education—there are only effective and ineffective routes, and therefore all will work to find their own most effective route;

—recognize that certain environments are better for certain types of learning than are others, and therefore all provide a variety of learning environments *within* the school;

—recognize that what works in one school, or what works for one child, will not necessarily work in another school or for another child, and therefore all will be characterized by individualized approaches.

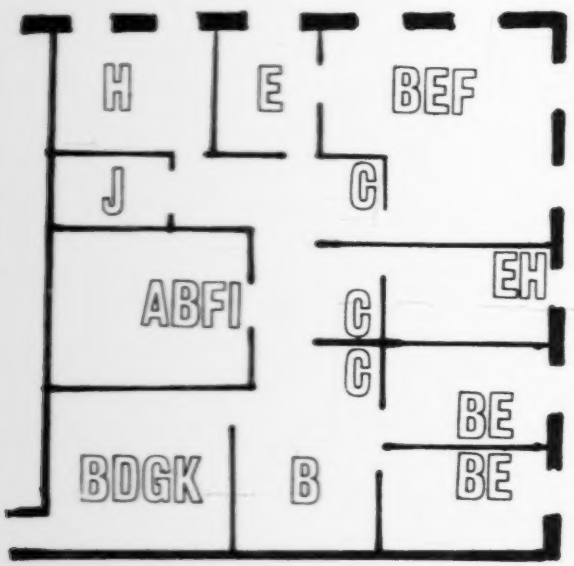
Each of these schools, then, is expected to be, in its own way, a "beacon light" school. Each is expected to select the mold in which it is to be cast, and students are to be able to select the class, the sub-school, the school they desire to attend.

The next component of our network consists of "linkage centers." These may be under the jurisdiction either of the Board of Education or of community school boards, or they may be jointly sponsored by a school agency and another agency. However, the centers are not a part of any given school. Their primary function is to be the point of meaningful and creative contact between the schools and other institutions and learning opportunities available in our city. One type of linkage center would provide a point of contact between the "schools" and the educational, cultural, and scientific institutions and organizations which have education—broadly conceived—as a major part of their mission. Institutions of higher learning, foundations, science organizations and institutions, museums, the theatre, the galleries, the music and dance organizations, parks such as zoos and botanical gardens, and certain national shrines are examples of the kind of institutions we have in mind. Another type of linkage center would provide a point of contact between the "school" and agencies which may be broadly defined as governmental, social service, and business organizations. While such agencies do not have education as their primary function, education has as one of its primary responsibilities the task of relating school and society. Through the relationships we plan through linkages with these agencies, we expect not only to enhance educational opportunity and choice for students, but also to enhance the capability of these agencies to carry out their social roles. For example, not only would students go into senior citizens centers to serve and thereby to learn, but also senior citizens would come into early learning centers to serve, thus helping school and society to re-create the strengths and advantages inherent in the concept of the extended family.

It follows, then, that the next component of our network consists of the agencies alluded to immediately above and the expanded opportunities for learning and growth they can provide.

The next component part of our network includes those places and processes which are to be used as vehicles for developing, training, directing and redirecting the participants in our educational system so that each can function effectively in roles which are newly defined. It is a truism to say that programs are only as good as the people who carry them out. We must find ways to help *people* redefine their roles, understand the implications for such redefinition and gain the abilities, techniques and behaviors needed to play such roles deftly and, hopefully, with a certain amount of artistry.

The "teacher center" idea—in the British mode—encompasses *some* of what we have in mind, for clearly new modes of staff renewal, development and training are required to make our new conception of education work. But then, parents, students and members of the community—as vital participants in the process—also have role development and training needs. We want to provide for these, not only separately, but also, at least upon



ADMINISTRATIVE HEADQUARTERS OF THE LEARNING COOPERATIVE

475 Riverside Drive, New York, N. Y. 10027

Suite 425 — Telephone (212) 666-0300

LEGEND

A. Large-group conference area.
B. Informal small-group conference area.
C. Self-contained offices for visitors or temporary personnel.
D. Reading lounge.
E. Administrative offices for permanent personnel.
F. Presentation room.
G. Reception area.
H. Work room.
I. Multi-media screening room.
J. Storage area.
K. Display area.

Note: The headquarters also will serve as a human resources development center and information exchange based on the "teacher center" concept. In addition to Suite 425, the Cooperative has access to other conference and presentation facilities throughout the building, all of which are available to cooperator groups.

occasion, jointly with teachers, administrators and paraprofessionals.

In short, what we are talking about are centers in which can be developed the human resources needed to make our newly conceptualized educational system work.

The final component of our network is an educational information and feedback system. Only with such a component can we tell whether or not our system is working, whether or not it is achieving its putative goals, and whether or not its integrity is being maintained. To these ends, we want to devise a system by which we can get both a continuous and a periodic reading on the programs we are mounting so that we can make adjustments along the line in time to make a real difference.

The construct we have in mind is illustrated by accompanying charts of "old" and "new" schools. These charts seek to conceptualize the new definition of "school" as part of a total educational network.

This then is the new educational system we are in the process of designing. The direction of change we desire is clear and is suggested by contrasts such as these:

Existing	Redesigned
System acts on the individual.	Individual uses the system as a resource.
System progressively narrows personal options.	System progressively expands personal options.
System defines education in terms of approved curriculum.	System defines education in terms of unlimited numbers of educational opportunities.
System generally limits education to that which transpires in the classroom.	System deliberately utilizes the educational resources of the surrounding community.
System allows little choice and decision-making to students.	System provides multiple choices and genuine experience in decision-making to the student.
System measures success via competitive achievement (student vs. student).	System measures success by comparing student's achievement against his personal goals and prior abilities.
System emphasizes content of education.	System emphasizes education as a process.
System treats students as groups.	System treats students as individuals.
System prescribes educational programs and assigns students to them.	System allows students and parents maximum reasonable choice of diverse educational opportunities.
Parents play narrowly-defined role in school affairs.	Parents deeply involved in school affairs, including policy-making.
Professionals and other workers feel as much trapped in the system as do students and parents.	All participants are freed, and can use the total educative process for self-actualization and growth.

STRATEGY FOR CHANGE

Change is never comfortable and therefore is rarely welcomed. Quite the contrary. Usually it is resisted either overtly or covertly. Consequently, change will not occur unless it is deliberately planned for. We plan to include in each program or proposal a specific mechanism whose function it is to set in motion a specific set of strategies by which the changes we are aiming for are likely to be brought about.

These strategies are to be firmly rooted in change-process theories. Such theories tell us that the change mechanism or change agent must demonstrate that the proposed innovation is characterized by: (1) relative advantage (it is superior to existing methodologies); (2) limited complexity (it is relatively easy to understand and use); (3) compatibility (it is within the value system held by the potential adopter); (4) divisibility (it can be tested successfully on a limited or trial basis); (5) communicability (it is fairly easy to transmit from one potential adopter to another).

Each of our proposals has these characteristics. Therefore, relative ease of adoption can be expected, and effective change should result. That is the revolution we seek!